

Library of Congress / National Union Catalogs





A CATALOG OF BOOKS REPRESENTED BY LIBRARY OF CONGRESS PRINTED CARDS, **ISSUED TO JULY 31, 1942.**

> Ann Arbor, 1942-46. 167 volumes \$699.00

SUPPLEMENT:

cards issued Aug. 1, 1942- Dec. 31, 1947. Ann Arbor, 1948. 42 vols. \$199.00

LIBRARY OF CONGRESS AUTHOR CATALOG:

a cumulative list of works represented by Library of Congress printed cards, 1948-52. Ann Arbor, 1953. 24 vols.

\$119.00

Each section is available for immediate delivery on 105 x 148mm (4" x 6") positive microfiche, negative microfiche or micro-opaque cards.

NCR MICROCARD EDITIONS

INDUSTRIAL PRODUCTS DIVISION, THE NATIONAL CASH REGISTER COMPANY

NATIONAL UNION CATALOG a cumulative author list representing Library of Congress printed cards and titles reported by other American libraries, 1953-57 Ann Arbor, 1958. 28 vols. \$125.00

JOURNAL OF INTERDISCIPLINARY CYCLE RESEARCH



The principal aim of this new Journal is to unite into one scientific journal all reports in the field of cycle research which in the past were scattered over many scientific journals covering a great number of different disciplines. By bringing these papers together the Editorial Board hopes to stimulate interdisciplinary cycle research not only because of the similarity of the methods applied in different fields of cycle research, but also because of the increasing conviction of many scientists engaged in cycle research that, apart from the direct mechanisms involved in cyclic phenomena, other still unknown exogenous forces, partly of an extra-terrestrial origin, seem to be responsible for long term endogenous rhythms in the living organisms, plants, animals and man.

The Journal will publish original scientific research papers; review papers; short notes on research in progress; book reviews; summaries of scientific papers; summaries of activities, Symposia and Congresses of National and International Organizations dealing with cyclic phenomena.

Editor-in-Chief SOLCO W. TROMP

Managing Editor
JANNEKE J. BOUMA

Volume I (four issues of about 100 pages each)—to start spring 1970.

Subscription rate: North America—\$20 per year, postfree.

Subscriptions for the U.S.A.,

Canada and Mexico will be sent
by air freight.

Published by:

SWETS & ZEITLINGER N.V.

Keizersgracht 487—Amsterdam—The Netherlands.
Tel.: 020-223226, Cable address: swezeit, Telex: 14149.

19 Waterloo Avenue—Berwyn, Pennsylvania 19312—U.S.A.
Tel. (215) 644-4944, Telex: 084-5392, Twx: 510-668-5481.

State your needs. Bro-Dart ships library supplies.

Fast from Chicago

To Arkansas, Illinois, Indiana, Iowa, Kansas, Louisiana, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Oklahoma, South Dakota, Texas, and Wisconsin

Fast from Los Angeles

To Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming

Fast from Newark

To Alaska, Connecticut, Hawaii, Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island, and Vermont

Fast from Williamsport

To Alabama, Delaware, Florida, Georgia, Kentucky, Maryland, Mississippi, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, Virginia, Washington D.C., and West Virginia

With so many distribution centers, when you order from Bro-Dart, you're in fast company.



EASTERN DIVISION: 1609 Memorial Avenue, Williamsport, Pa. 17701 • 56 Earl Street, Newark, New Jersey 07114
CENTRAL (A.C. McCLURG) DIVISION: 2121 Landmeier Road, Elk Grove Village, Illinois 60007
WESTERN DIVISION: P.O. Box 92337, Los Angeles, California 90009
AL-923

american libraries

BULLETIN OF THE AMERICAN LIBRARY ASSOCIATION

50 EAST HURON STREET CHICAGO, ILLINOIS 60611

VOLUME 1

NUMBER 2

FEBRUARY 1970

ARTICLES

- 123 Time of the Gringo, Brooke E. Sheldon
- 130 Quality Librarianship the Day After Tomorrow, Joseph Z. Nitecki
- 133 Library Services to the Senior Citizen, Muriel C. Javelin
- 137 New Microfilms for Old Books
- 140 National Teach-In on the Crisis of the Environment, Senator Gaylord Nelson
- 142 The Library as a Social Planetarium, Harold D. Lasswell
- 151 Hurdles, Problems, Rewards: A Total System Concept at Work, Anne Mathews
- 154 Know Your ALA Program 68-69
- 162 A Casebook of School Library Services, Mary Louise Mann:
 162 Mobile education technology, Donald Merryman; 164, An educational tool for all, Georgie J. Goodwin; 165, Utilizing closed circuit television, Nelson Harding; 166, The library goes to camp, Mariam Petter and Lillian Bloomquist; 168, Blind children learn to relate, Elizabeth Johnson and Thelma Merriweather; 169, Individualized learning in the flexible school, Frances Hatfield and Irene Gullette; 170, Hub of the instructional program, Mrs. Rena Clay; 172, An automated library system: project LEEDS, John R. Blair and Mrs. Ruby Snyder; 173, Joint use of collections, Eleanor Kulleseid and Wayne Gossage
- 176 School Library Personnel, Task Analysis Survey
- 179 The Day the Library Closed Its Doors, Elizabeth Yates
- 182 School Libraries in Panama, Carlos Victor Penna
- 183 School Libraries in Scandinavia, Margot Nilson

FEBRUARY COVER



Our cover bird illustrates the urgent need for confrontation with our environmental pollution. It has reached a point of *crisis* and Americans are uniting nationwide to actively accept this challenge. On page 140 Senator Gaylord Nelson, a consistent environmentalist and sponsor of the "National Teach-In on the Crisis of the Environment," challenges the American librarian to use this excellent opportunity to participate in the united effort against pollution. Cover design by Jerrybilt.

Gerald R. Shields
Susan M. Grosse

hields editor

ASSISTANT EDITOR

Alfreda A. Mendelsohn

ADVERTISING MANAGER

Edith McCormick Mary Ann Fitzharris

EDITORIAL ASSISTANTS

Vladimir Reichl

ART DIRECTOR

DEPARTMENTS

105 Of Note

109 Commentary

IIE Edited OF

115 Editor's Choice

117 Intellectual Freedom

145 Memo to Members

185 Notes on Contributors

187 Aware

188 Publications Checklist

191 Classified Advertisements

American Libraries, formerly the ALA Bulletin, is the official bulletin of the American Library Association.

Authors' opinions are to be regarded as their own unless ALA endorsement is specified. Acceptance of an advertisement does not constitute an endorsement of the products and services by ALA or the editors of American Libraries. This publication is indexed in Readers' Guide, Education Index, Library Literature, and Current Contents, Education.

Change of Address: Please send a recent label or facsimile to ALA, Membership Records, 50 E. Huron St., Chicago, IL 60611, with your new

address and a list of the ALA publications you wish to be notified of the change. Allow a minimum of six weeks for correction.

Published monthly except bimonthly July-August by the American Library Association, 50 E. Huron St., Chicago, IL 60611. Second-class postage paid at CHICAGO, ILLINOIS. Subscription price \$1.50 a year, included in membership dues. ALA membership required. Single copies \$1.50 each. Printed in U.S.A.

Postmaster: Please send notice of undeliverable copies on form 3579 to Membership Records, American Library Association, 50 E. Huron St., Chicago, IL 60611.

P8521

020.627305 Am 35

ARCHEOLOGY

An archeologist is a detective who investigates the past. He is not interested in crimes and criminals, but in discovering how peoples of the past lived, ate, worked, and played. Using all the clues he can find, the archeologist tries to piece together a picture of the people he is investigating. He wants to know what sorts of houses they lived in, how they dressed, how they grew and fixed their foods, how they protected themselves from dangerous animals and dangerous neighbors.

ARCHEOLOGY: THE STUDY OF ARTIFACTS

The word archeology comes from two old Greek words: archaios ("ancient") and logos ("study" or "talk"). From these two words you can see that "archeology" should mean to think about and discuss old things, and so it does. Archeology is the study of the things that past peoples used and enjoyed. Such things are called artifacts. Artifacts can be beautiful vases and jewelry. They can also be everyday pots, pans, baskets, and tools. The archeologist studies these things as clues to how the people used to live.

Some archeologists are concerned only with early peoples who had not discovere how to write, for it is about these peoples the the least is known. Some ancient peoples, ticularly those of the Old World, left records that tell about their times. Studying these records is the job of a historian. He discovers how past peoples lived from what they wrote about themselves. The archeologist's job is to discover the histories of ancient peoples through things, rather than through writings. Archeologists know how to understand the traces of people who left few or no written records.

THE KINDS OF ARCHEOLOGISTS

When you think of an archeologist, you may think of a man in a sun helmet who digs up gold and mummies. Or you may think someone who works with the Indian heads and mounds of the southwestern States. Or perhaps your first t ough i archeologists who work with the viornaments of classical Greece and These people are all archeologists, b has specialized in something that

him, much as a doctor specializes in surgery or the diseases of children.

As the study of archeology developed, some archeologists became more interested in the classical Roman and Greek times and in Biblical times. Here both writings and artifacts are available. Other archeologists, however, were interested in still earlier times, or in the ancient history of non-classical parts of the world. This second group of archeologists had to depend much more on artifacts than on writings. Nevertheless, the two groups of archeologists are not strictly separated. Some archeologists have done work in both areas; most of the others read with interest about what goes on in areas that are not their own. The two groups of archeologists can be called classical and non-classic the ways in which they work in the past are

The greates groups is in archeologis mainly s ancien is more ikely to brough a study of ology is the science is conc how man developed what he is concerned with at different oms he had in the past and those t as today in various parts of the w Some archeologists spend their time s ng things that have already been discove and spend little or no time on their own on their own begoing. That is perhaps true of some classical archeologists than non-classical ones.

WHY ARE

WHY ARC FOLOGY EXISTS

There are many reasons for the existence of archeology. Men have always been curious of archeology. about how peoples of the past lived worked. But this alone would not account archeology's importance. Archeology sary because what people have past is important to v s today. W we do things have come to us long ago, and although each eneration changes these w s a little, is still remain Thous s of year made from r that wa nd the

ARCHEOLOGY

What good is the most extensive article on Archeology if a nine year old doesn't dig it?

When you're nine years old, you can either love Now take a look at our related articles on Cave archeology or hate it. Most kids have an open mind. But the wrong encyclopedia can close it fast. It can make archeology seem like such a complicated bore.

What a pity. When the right encyclopedia can make the same subject such an adventure.

Take the New Book of Knowledge.

Read our illustrated introduction to archeology. Isn't that the way to lure a curious kid into a whole new world of thought?

Dwellers, Fire, Prehistoric Man, Food, and Tools and Weapons. It's material like this that can launch a child on a lifetime career.

The New Book of Knowledge is all new. From A to Z. Written by elementary education spe-

And designed to make a young child a junior specialist on subjects that used to be way over his head.

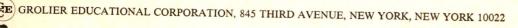






THE NEW BOOK OF KNOWLEDGE

It never talks over the heads of 3rd to 6th graders.



NEW REFERENCE WORKS

Dictionary Catalogs of the Collections of NEGRO LIFE and HISTORY

Howard University Library, Washington, D. C.

The materials in these Catalogs, by and about persons of African descent, comprise one of the largest collections of this kind. Author, title and subject entries are included for both the Arthur Barnett Spingarn Collection of Negro Authors, and for the Jesse Edward Moorland Collection of Negro Life and History. Entries for books, pamphlets, serials, and journal articles, as well as for introductions and parts of books are listed. Among the appendices included are title and subject indexes to African and American Negro periodicals, a title index to musical compositions by Negro composers, and compositions based on a Negro idiom.

The Moorland-Spingarn Collections comprise more than 100,000 cataloged and indexed items, many of which are to be found in no other library.

Catalog of the Arthur B. Spingarn Collection of Negro Authors

Estimated 31,400 cards, 2 volumes

Prepublication price: \$120.00; after October 31, 1970: \$150.00

Jesse E. Moorland Catalog of Negro Life and History

Estimated 159,000 cards, 9 volumes

Prepublication price: \$530.00; after October 31, 1970: \$665.00

SOUTHEAST ASIA Subject Catalog

Library of Congress, Washington, D. C.

Interfiled in this specialized catalog of the Southern Asia Section of the Orientalia Division are several forms of cards representing various categories of monographic and journal literature: Library of Congress printed and preliminary cataloging cards; typed and manuscript cards for serials and for articles selected from about 350 serial publications; cards for dissertations located in various universities and colleges; cards for materials on microfilm, for pamphlets in the Southeast Asia pamphlet collection, and for documentary material and editorial opinion from selected newspapers.

Within the section Southeast Asia General, the catalog is divided according to the individual countries. Under each country heading subjects are arranged alphabetically. Some of the subjects are subdivided, and under each subject or subsection the cards are arranged alphabetically according to main entry.

Estimated 65,000 cards, 4 volumes

Prepublication price: \$225.00; after July 31, 1970: \$280.00

Dictionary Catalog of the Albert A. and Henry W. BERG COLLECTION of English and American Literature The Research Libraries of The New York Public Library

The Berg Collection of English and American Literature is one of America's most celebrated collections of first editions, rare books, autograph letters, and manuscripts. Among the 20,000 printed items and 50,000 manuscripts, covering the entire range of English and American literature, there can be found rarities considered museum pieces by the book world. Irving, Hawthorne, Emerson, Thoreau, Whitman are represented in first editions as well as in manuscripts. For the following twentieth-century authors, the Collection is justly famous:

Arnold Bennett, Joseph Conrad, George Gissing, Thomas Hardy, John Masefield, Bernard Shaw, Virginia Woolf, Lewis Carroll, Rudyard Kipling, and Robert Browning. The Irish Literary Renaissance survives in the papers of Lady Gregory. Estimated 82,000 cards, 5 volumes

Descriptive material on these titles and a complete catalog of publications are available on request.

10% additional charge on orders outside the U.S.

Prepublication price: \$285.00; after July 31, 1970: \$355.00

Of Note

Book selection policy statements are available from ALA Headquarters Library on interlibrary loan to libraries in the U.S. and Canada. For a list of academic, institution, and public library statements available contact Mrs. Flora Colton, librarian, at the Chicago office.

Mrs. Rae Wright, acting chief librarian at the Institute of Jamaica library, reports some success with a weekly newspaper column "Book Power on East Street" in The Daily Gleaner, Kingston. Four staff members take turns with the column, concentrating on their West India Reference Library and the General (arts and history) Library. The library is unique for its English-language Caribbeana, and acts as Jamaica's national library. They claim to have coined the phrase "Afro-librarian" to indicate "how the black man's search for his identity appears to be merging, especially in our young entrants to the profession." (Recommended reading, and if you're ever in Kingston drop in to visit this great group.)

Another Social Responsibilities Round Table is operating in the Finger Lakes region of New York. Mrs. Janet Williams, Mann Library, Cornell, is coordinator. Two action groups were formed at the preliminary meeting to deal with freedom to read and the establishment of library technical programs and recognition of program graduates. For information contact Thomas Bonn, Memorial Library, SUNY at Cortland, New York, NY 13045.

S. I. Hayakawa is the author of a little essay "How to Attend a Conference," available (single copy) from the International Society for General Semantics, 540 Powell St., San Francisco, CA 94108. Sample: "Let us argue about what has been said, and not about what has not been said."

Asian specialists in libraries will have an opportunity to find additional publishing outlets in the new quarterly Asian Forum. Articles on methodology, book reviews, dissertation summaries, bibliographic essays, annotated bibliographies, etc. on development and interactions within and among Asian countries are welcomed by the editor: Yung-Hwan Jo, professor, Department of Political Science, Arizona State University, Tempe, AZ 85281.

"Research Skills in the Library Context," is a two-quarter course of instruction in the use of the library presented

by Elena Frausto and Joe Taylor of the Department of Special Education Programs, in cooperation with the reference staff of College Library at the University of California (Los Angeles) Library. The initial program is designed to teach Chicano high-potential students by beginning with simple tasks to acquaint students with library facilities and ending with a number of complex research projects. The course is considered an experimental model for other highpotential groups by the staff. It is possible that when the word gets around they may find the entire undergraduate body, and a considerable number of the graduate school, wanting in on the

If you think "new times" aren't already here, you will be upset to know that the Baltimore County Public Library reports that a junior high school student asked the Randallstown Area branch librarian, after what must have been a "hung out" book talk: "Can I have the pot concession at your coffeehouse?"

Urban libraries might like to pick up a program idea from the Brooklyn Public Library in a series just completed on "How To Live Together in the Community." Discussions and films on eliminating prejudice and discrimination were presented in cooperation with the National Conference of Christians and Jews.



Mrs. Lois Watt, chief of the Education Materials Center, Division of Information and Technology and Dissemination, U.S. Office of Education, was one of the key speakers during a recent day-long in-service training workshop at Boys' Village, Cheltenham, Maryland. Listening at the speaker's table (left to right) are Lea Greenberg, psychologist at Cheltenham; Earl Mello, principal of Boys' Village; and Arthur Taylor, mathematics teacher. About seventy-five librarians, social workers, teachers, and juvenile officials attended the workshop.

American Society of Indexers, founded in 1968, has officially arrived with the adoption of its constitution. The following officers have been elected: president, Charles Bernier, School of Information and Library Studies, State University of New York at Buffalo; vice-president, Mrs. Eleanor Steiner-Prag, editor, American Library Directory; secretary, Mrs. Susan Pinzow, The New York Times Index. For information contact the secretary.

The Library of Congress Professional Association held its first meeting in November and introduced the following officers: president, Glen Zimmerman; vice-president, Robert Zich; secretary, Edith Scott; and treasurer, Jerry Pennington. A rousing discussion on the merit of the term "professional" took up that part of the meeting not used by Robert B. Croneberger, assistant chief of the Serial Record Division. Mr. Croneberger presented his slide program on the Library's collection of underground newspapers.

Archivists held their annual meeting in Madison, Wisconsin, in October and elected the following officers for the Society of American Archivists: president, Herman Kahn, Yale University Library; vice-president, Philip P. Mason, Wayne State University; secretary, F. Gerald Ham, University of Wisconsin; treasurer, A. K. Johnson, Jr., National Archives and Records' Service.

Nominations for the Robert B. Downs Award for outstanding contribution to intellectual freedom in libraries are being accepted by the University of Illinois Graduate School of Library Science at Urbana-Champaign. The award was created last year to honor the esteemed dean of library administration and to mark his twenty-five years with the university. Leroy Charles Merritt, dean of the School of Librarianship at the University of Oregon and editor of the Newsletter on Intellectual Freedom, received the first \$500 award at the meeting of the library school alumni in Atlantic City.

The award may go to a library board member, a nonprofessional staff member, a professional librarian, or other qualified persons for such things as research study, a publication, or successful or unsuccessful opposition to censorship. April 15, 1970, is the deadline date and nominations should be addressed to Herbert Goldhor, director, Graduate School of Library Science, University of Illinois, Urbana, IL 61801.

Library Research: Historical and Bibliographic Methods is the subject of a March 1-4 conference sponsored by the Graduate School of Library Science at the University of Illinois in Urbana. The registration fee is \$65. For complete information contact Mrs. Donna Lenfest, conference supervisor, 116 Illini Hall, Champaign, IL 61820.

"Employee Relations in the Public Sector" is the feature of the fall issue of Library Service to Labor, the newsletter of the Joint Committee on Library service to Labor Groups, edited by Mrs. Jean Hopper. It is of interest particularly for its bibliography, which covers many aspects of public-employee-union activities.

The report following was made by the SRRT Task Force on ALA Reorganization and is reprinted from the ACT Newsletter of the Social Responsibilities Round Table, December 1, 1969 (No. 3).

Based upon information supplied by our members, and our own investigations into ALA organization, we recommend that the following long-range project be undertaken to improve the functioning of ALA:

Outside management consulting firms should be engaged to: a) study the current operation of ALA from a cost-effectiveness viewpoint as well as from the goal-achievement point of view; b) develop models based upon input from a wide range of professional and managerial sources to test how ALA should be altered to make it more effective and more responsive to the needs of librarians.

Until this study can be completed and its recommendations implemented, the following short-term steps are recommended to improve ALA's effectiveness:

- 1. Change the status of all committees from standing to ad hoc. No committee shall operate without a specific charge and a deadline for the completion of its assignment not to exceed two years from the time it was established. The emphasis in all committees should be on problem-solving or task-completion, not perpetuation of membership.
- 2. Shift the priorities established for ALA activities to the following: a) intellectual freedom; b) recruitment for the profession; c) research and evaluation, and d) enforcement of professional standards through sanctions, etc. Too much of the budget has been spent on: a) ALA membership drives; b) international librarianship; and c) publishing, particularly the proliferation of divisional journals which duplicate Library Journal and Wilson Library Bulletin. Could not ALA survive with only one newsletter replacing ALA Bulletin and the divisional journals?
- 3. Reorient the organization to make it the American Librarians Association instead of what it now really is, the American Libraries Association. Given excellent librarians, excellent librarians, excellent libraries will follow. Since the new dues structure will virtually eliminate institutional membership, this reorientation becomes all the more desirable.

When unnecessary programs have been eliminated, dues may be reduced accordingly. Both actions are needed to enlarge membership in ALA.

With regard to election procedures, we recommend the following:

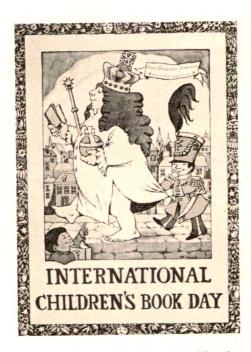
1. Eliminate the Nominations Committee.
2. All candidates for election (including Council) should place themselves in nomination, with supportive nominating petitions signed by ALA members. The number of candidates

for each position shall initially be a matter of Council decision, with subsequent membership ratification. The self-elimination procedure of SRRT should be considered.

3. In Council, all past presidents should be eliminated as voting members, except for the last three. Their voting seats should be filled from the ranks of members-at-large. Past presidents should be eligible to run for Council as at-large members. Atlarge members should no longer represent divisions, which are already represented by divisional presidents.

4. Every candidate for ALA office should prepare a platform statement supporting his candidacy, to be distributed to members along with ballots.

5. Selection of committee members and chairmen should continue as at present, with positive attempts made to eliminate multiple committee assignments. Membership applications should include space to indicate one's desire to serve on a committee, with space also to list areas of special interest for committee assignment.



For a change we like the Maurice Sendak poster for International Children's Book Day on April 2, which just does happen to be Hans Christian Andersen's birthday. The 11" x 15" full color, free standing posters are \$1.85 each, from Children's Book Council, Inc., 175 5th Ave., New York, NY 10010.

Academically gifted children are the subject of a five-week institute at Texas Women's University, Denton, TX 76204, June 8 to July 10. Participation is limited to thirty-two public and elementary school librarians who are active and have had two years experience with children. Director is Mrs. Frances deCordova, assistant professor of Library Science.

Carolyn Haywood, children's author, is to be honored at an April 1 conference to be held at the Drexel Activities Center. 32nd and Chestnut St., Phila-

delphia. The theme is "The Forgotten Child." Information is available from Mrs. Margaret Beideman, Graduate School of Library Science, Drexel Institute of Technology, Philadelphia, PA 19104.



"Censorship (I am Curious)" was a day-long session in late October sponsored by the Maryland Library Association. Mrs. Judith Krug, director of ALA's Office for Intellectual Freedom, is at the microphone during a discussion session. Eric Moon, Scarecrow Press, is in the foreground awaiting his opportunity in a program that included John Forsman, associate director of the Media Center at Federal City College; Francis Burch, attorney general of Maryland; Michael Jacobs, editor of a "banned" student magazine; and Mrs. Margery A. Shriver, member of the Maryland State Board of Censors. I Am Curious (Yellow), recently banned in Maryland, was shown by special arrangement to the assembled librarians.

Pan Indian Enterprises, an ethnic film library, has produced a film series on Indian and Mexican-American culture. The films are available for purchase or rental from International Technical Services, Division of Pan Indian Enterprises, P.O. Box 3428, Station A, Bakersfield, CA 93305.

NBC-TV network programs in film form are available to the educational community through a cooperative activity involving twelve major university film rental libraries and NBC Educational Enterprises. The first film to be made available will be of interest to those planning programs for the National "Teach-in" on environment. "Who Killed Lake Erie" deals with the crisis of water pollution and was telecast on September 12, 1969. The following Libraries are participating in the program: University of Arizona, Tucson; University of California, Berkeley; University of Illinois, Champaign; University of Iowa, Iowa City; Kent State University, Kent, Ohio: University of Minnesota, Minneapolis; University of North Carolina, Chapel Hill; Northern Illinois University, DeKalb; Oregon State University, Corvallis; Syracuse University, Syracuse, New York: University of Texas, Austin; and University of Wisconsin, Madison.

It is getting to be a habit citing materials developed by the Baltimore County Public Library. This time it is a recruiting brochure. A blinding red collage cover leads into six pages of well-designed information on what it is like to work at that system. Libraries planning to develop such a brochure will do well to write to Geoffrey W. Fielding, special services officer at 25 W. Chesapeake Ave., Towson, MD 21204. He has a few he could spare, but keep it hidden or you may loose fellow workers to BCPL.

"Libraries for the 70's" is again the theme, this time for the LACUNY (Library Association of the City University of New York) Institute, April 2 at Queens College. John Berry III, Robert P. Haro, Don Roberts, and Mrs. Margaret Beckman occupy the day long program that concerns itself with students, library services, and facilities. Interested persons are to contact Betty Seifert, City College Library, 135th St. and Convent Ave., New York, NY 10031.

International Education Year will occupy all of 1970 as a year of taking inventory. To examine past achievements and present current problems in order to plan for the expansion and improvement of all education will be the program, and libraries are asked to assist in focusing attention on the state of education in their community. Admittedly, this could be a volatile situation in many communities, but U.S. Education Commissioner James E. Alen, Jr., has asked highest priority for the year in planning and action on the following: 1) Making our education system truly responsive to the individual needs and aspirations of every young person, and truly relevant to the realities of the society in which they will live their lives; 2) Expanding educational opportunity to insure that all our children receive the best education we can give them; 3) Increasing the scope of experimentation, planning, and evaluation and placing greater emphasis on the dissemination of information so that the fruits of educational research will be readily available. (Libraries are urged to participate with imaginative programs and acquisitions. Do your own evaluation in the community. Ed.)

Available upon request are some promotion brochures on membership in various divisions of ALA. They have been redesigned with various degrees of success. Contact the Membership promotion office for Association of Hospital and Institution Libraries (AHIL), Adult Services (ASD), Children's Services (CSD), Library Administration (LAD), and Information Science and Automation (ISAD) brochures.



Summer Reading Program materials created by Ezra Jack Keats are available from the Children's Book Council, 175 Fifth Avenue, New York, NY 10010. Send for the order form while you have time, and it's a sure way of speeding the processing of your order.

U.S. Department of Housing and Urban Development was the source of \$125,000 for a complete feasibility study to define the general direction of library service and steps necessary if a metropolitan library is to keep pace with changing urban demands. John F. Anderson, San Francisco Public Library head, announced the signing of Arthur D. Little Inc. to delve into the broadest aspect of library services using consumer research surveys, reactor panels, in-depth interviews, and public meetings. In addition, there will be a survey of experimental library programs throughout the country and of the application of developing technology to library service. This is the first HUD grant for such a "feasibility" study and could offer clues to other libraries seeking study funds.

A project has been proposed to standardize digital magnetic tape cassettes. These cassettes are used as a vehicle for the magnetic tape storage medium in a variety of keyboard-driven data transcription devices, such as those manufactured by Computer Access Systems, Computer Terminal Corporation, Data Action, IBM, Sanders, Sycor, Viatron, and others. In the absence of standardization, a cassette designed to be used with the equipment of one manufacturer is not necessarily useable with the equipment of another.

American National Standards Institute Committee X3, Computers and Information Processing, and Standards Planning and Requirements Committee (SPARC)—all would like to form an ad hoc committee to advise on the appropriateness of this proposed project. The SPARC are particularly anxious to obtain on this ad hoc advisory committee representatives not only of equipment manufacturers but also of users.

If you or your library is a user, either present or planned, of computer input equipment employing magnetic tape cassettes and would like to participate in this activity, your contribution will be very much appreciated. For more information contact either Charles A. Phillips, Chairman, ANSI X3, c/o BEMA/DPG, 235 East 42nd Street, New York, NY 10017, or David L. Weisbrod, ALA Representative to ANSI X3, Box 1059 Yale Station, New Haven, CN 06520.

Sometimes it just doesn't pay to get up in East Hampton, Connecticut. Note this: "The local Garden Club has contributed money and time in a beautification program at the library. A bird bath was installed in a little garden, and now that has been broken. The club held a plant sale to raise money to replace the bird bath, and now the collection box and its contents have been taken from the library." (Middletown Press, Oct. 29, 1969)

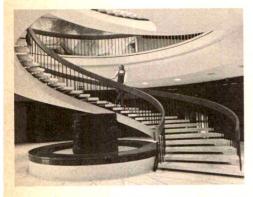


L. Quincy Mumford, librarian of Congress, gave the dedicatory address at the newly remodeled Davis and Elkins College Library in honor of West Virginia's Senator Jennings Randolph during Founder's Day Ceremonies this fall. The library building is now named Jennings Randolph Hall. Douglas D. Oleson is head librarian.

LEEP (Library Education Experimental Project) at Syracuse University, emerged from a fall institute as a real possibility for improving library education. The participants (thirty-nine) were drawn heavily from the ranks of library education. They qualified their praise for the project by saying that its use must be directly related to the content and

objectives of the courses in which it is being used. Apparently, the institute acted as a catalyst starting library educators off on a discussion of the entire field of curriculum revision and development. The need for annual exchange of ideas and problems and for bilateral cooperative agreements were explored and plans for implementation of future institutes were drawn up.

Edwin Castagna, director of the Enoch Pratt Free Library, which has seen a 25 percent increase in long-overdue books in Baltimore, has decided to use stronger measures with the delinquent borrowers. During fiscal year 1967, 32,911 books were over one year past-due, and this had risen to 41.140 volumes in June of 1968. Acting on advice from the city solicitor's office, the library will envoke the state law that makes punishable the willful detention of library materials. The borrower will receive fourteen days notice to stay clear of the law, and if he fails to respond, the library will obtain a show-cause warrant. Should he ignore that, he is subject to arrest and conviction.



A circular, reflecting pool, Glen Michaels' mosaic "Serpentine Wall," and a spiral staircase combine to impress visitors in the Henry Ford Centennial Library. The library is a \$4.2 million breathtaker recently dedicated in Dearborn, Michigan, and most likely will be the target of many visitors during ALA's Detroit Conference this summer. It houses a main auditorium seating 300 and can accommodate up to 476 in sliding paneled rooms in 5 to 10 groups. The capacity for the library is listed at 350,000 volumes. It is air-conditioned and staffed by 55 full-time and 15 parttime employees. In front of the building is a \$110,000 fountain that is programmed to provide a "colorful nighttime symphony." (How about that, MARC II?)

Sponsors of the Seventh Annual National Information Retrieval Colloquium have announced the theme for the 1970 meeting and have called for presenta-

tions. "Social Impact of Information Retrieval Systems" will feature the future of media and questions of information ownership, protection, and reliability and whether customers will pay for information. For complete information on this May 7–8 meeting write **Philip Bagley**, president, Information Engineering, 3401 Market St., Philadelphia, PA 19103.

Library School faculty will be amazed during a seminar offered on computer-assisted instruction in the education of reference librarians, given on March 14 at the University of Michigan. The program caused much excitement at the earlier LEEP conference mentioned in this section. Contact Thomas P. Slavens, associate professor, School of Library Science, University of Michigan, Ann Arbor, MI 48104.

The Senate of the University of Toronto has approved a program of two academic years leading to the degree of Master of Library Science. The new program will go into effect in September 1970, and the one year Bachelor of Library Science program that has been offered since 1936-37 will be discontinued. Those interested in applying for the new two-year Master of Library Science program should address their inquiries to the secretary, Graduate Department, School of Library Science, University of Toronto, 167 College Street, Toronto 130, Ontario.

The Sixty-ninth Annual Meeting of the Medical Library Association will be held in the Roosevelt Hotel, New Orleans, May 17–22, 1970. John Isché, librarian, Louisiana State University Medical Center, and William Postell, librarian of Tulane University School of Medicine, are cochairmen.

December in San Francisco is one of the city's more beautiful months. There were a few monsoon-type rains but there were also crystal clear nights and high fifty degree temperatures. So it is no wonder that the California Library Association was able to attract over nineteen hundred people to their annual convention. It was a smoothly run affair that profited by having the world renowned Garden Court for some of the more elegant gatherings.

Unlike associations in some of the other more populous states, CLA is getting much drive and action from the state college people and it was very evident to this observer. The college and university group provided some of the more interesting programs (one on confrontation in the library was particularly fascinating and awesome). Eldred

Smith from Berkeley spoke on status for college and university librarians in tempered tones that told some of the serious shortcomings of librarians trying to equate themselves with their teaching and research fellows.

The editors of LJ, Wilson Library Bulletin, and the then ALA Bulletin appeared as a panel as part of a free preconference on public relations. But it was Karl Shapiro, Pulitzer Prize poet and iconoclast, that brought everyone up short with his crackling attack on the "literacy gap." His comments are the basis for an essay that will appear in the March issue of Esquire.

From the floor during a question period the editors were asked if it wasn't time for librarians to stop trying to fill professional shoes other than their own. Charles M. Weisenberg, public information director for Los Angeles Public Library, had every right to ask that question for he is a very effective public relations man that does not hold a library degree. Although at the time the editors seemed at a loss just how to answer the question they agreed later that it was the whole point of the preconference. Decades of librarians have been meeting and discussing public relations skills and how to use them. The time had obviously passed when they should be talking of public relations professionals and how to use them.

The annual prize (if there is one) for the most farcical membership meeting had been favored for ALA and the Atlantic City talkathon. But California is now in the running. After some two and a half hours of haggling over ratifying the dues increase it was brought to the attention of the chair that a quorum was needed. A quorum? No one knew how many members the Association had and 10 percent of that was the quorum. A call to the headquarters in Sacramento produced a membership of thirtyfive hundred. The vote just taken on the dues did not total a quorum. The meeting was recalled for 9:00 p.m. that evening with advice that proxies were acceptable to allow the many who were booked into famed local restaurants and exhibitor doings to be on their way.

By 9:00 p.m. harried members clutching little sachets of proxies gathered at the meeting and a count was taken and 416 were at least accounted for. The bright-eyed gentleman that had brought up the whole business of a quorum in the first place now rose and asked if a quorum was really needed. The parliamentarian rose indignantly and said, "Of course, you always need a quorum." A few more exchanges and a consultation with Sturgis' authority and it was established that as long as the chair had called the meeting to order and no one had challenged the quorum, all business had been legal. By 9:20 people were wandering around wondering what to do with all their proxies as the meeting adjourned.

If one were to criticize the meetings as an entire unit there is the temptation to say that they were without the apprehension that has accompanied so many state association gatherings throughout the year. As the president of the new young members group NewCals took over the podium, she brought snickers and giggles by her sincere statement to CLA President Phylis Dalton, "You will be glad to hear, Mrs. Dalton, that we are not militant." Where were they, then, meeting in San Luis Obisbo? GRS.

Chapters

Colorado School Librarians and Audiovisual Association meet for their 4th annual at Broadmoor Hotel, Colorado Springs, February 19–21 under the banner "Learner and Learning."

Alaska Library Association's annual meeting is set for March 15–17, 1970, at the Anchorage Westward Hotel. Theme: "Partners For Progress: People-Information-Government." Exhibits chairman is Frances Leon, 332 L St., Anchorage, AK 99501.

New Jersey Library Association received the Certificate of Commendation from the American Association for State and Local History for its publication New Jersey and the Negro: A Bibliography, 1715-1966.

Illinois Library Association will hold its 1970 conference on October 22–24 at the Sherman House in Chicago. Officers are: de Lafayette Reid, assistant professor, Department of Library Science, Northern Illinois University, De-Kalb 60115, president; Joe W. Kraus, vice-president elect; John C. Abbott, second vice-president; Mrs. Mildred Schulz, secretary; Elizabeth Edwards, ALA councilor.

Connecticut Library Association will hold its annual conclave May 7-8 at the Park Plaza Hotel, New Haven. The Connecticut Valley Chapter Special Library Association will be a cooperating agency.

Colorado Library Association meets
October 1-3 at the Antler's Hotel, Colorado Springs, for its annual meeting.
Serving as officers are: Arleen F. Ahern,
Temple Buell College, president; James
Meeks, vice-president and president
elect; Eileen Loomis, second vice-president.

Iowa Library Association president for 1970-71 is Ethel Beeler, Des Moines. Other officers are Sister Marita Bartholome, vice-president/president elect; Mrs. Charles Gee and Warren Kuhn, members of the board.

Commentary

Molesworth Gets Letters

Norman D. Stevens, director of the Molesworth Institute (ALA Bulletin, October 1969, pp. 1275-77) shares a sampling of the correspondence received as a result of his searing report. Ed.

First, I wish to congratulate you on a most remarkable and refreshing research organization: the Molesworth Institute. Until your article appeared I was sadly ignorant of the existence of the Molesworth Institute (MI) or of Nigel Molesworth (St. Custard's '54). The noble goals and impressive list of projects undertaken by MI have so inspired me that I would like to volunteer my services. As a matter of fact, several of my colleagues have also expressed interest. So, there is a good possibility of forming a chapter (Beta?) of the MI here in Columbus, Ohio. Can you send me any material on such a venture? (Such as charter, dues, newsletter, etc.)

I am particularly impressed with your project on the color-changing paper and card stock. But it appears to me that at least some of the blame for the proliferation of outdated catalog cards can be layed on human hands. So, may I suggest that rather than a card disintegrating to dust after having changed to bright purple, why not have that card disintegrate the hand that intends to replace it?

I am unfamiliar with your periodical publication *Ibid*. Please, if possible, send me a copy of any stray issue you may have. Also, please keep me posted on the progress of Cram III, if it is not to be passed over like Cram and Cram II.

JUDITH RAISCH, Librarian, Havron Memorial Library, Columbus, Ohio

For a long time now I have admired the work of the Institute, and am now even more impressed by your quick grasp of a new opportunity in library research.

If any more assistance is needed, I would be honored to work in some humble capacity or other. However, in case it is a question of an assignment to the Right or Left Aorta Division, I should like to ask to be on the Left. These days it makes me nervous to be on the Right of anything.

Lois R. Huish, Berkeley, California

I would like to apply for membership in the Molesworth Institute. Recognizing that this is an honor not lightly conferred, let me hasten to assure you that even prior to applying for admission to this illustrious Institute, I have made a sincere and fundamental commitment to the basic goals of the Molesworth Institute—a fact attested to by the quality and utility of my published research.

Now that I am a professor and a teacher of students in an accredited library school, membership in the Molesworth Institute becomes even more important, for it is necessary for me to train and indoctrinate my students with the basic tenets of research which are in accord with the high standards set by the Institute. The opportunity to share ideas with fellow members will be especially welcome.

I know that these protestations of good faith, while necessary, are not enough. If accepted for membership, I will deem it an honor to work in, and if I may have your permission, to establish a NIGEL Center for research reports on librarianship and information science. Such a center, I am sure you will agree, is urgently needed. In addition to publishing a weekly bibliographic listing of those articles selected for inclusion in the literature of this center, the staff-consisting mostly of graduate students—will publish quarterly (we are on a quarter system at this University) analyses and reviews to facilitate access and usability. A computerbased retrieval system is planned for the near future. Original articles submitted to the center will be published in a new journal called Re-Ibid to indicate its relationship to the more serious journal of the Molesworth Institute.

May I propose that you plan a small conference of international experts in this field and that we meet in spring on the Isle of Man. The name is so appropriate to our project and, at any rate, I have never been there.

HAROLD BORKO, *Professor*, Graduate School of Library Service, University of California, Los Angeles

As you might know, one of the highest hurdles of a doctoral program in library science is the development of a suitable dissertation topic which is acceptable to faculty as bona fide "research."

Since the projects in which The Molesworth Institute is currently engaged seem to deal with some of the basic problems in library and information science, I am wondering if the Institute has compiled, or is presently at work on, a list of researchable topics suitable for doctoral theses. My fellow students, I am sure, would join me in such a request for assistance in identifying key issues and prime areas where research is needed.

Does the Institute permit doctoral candidates to work on its own projects in order to write a dissertation? Does

the Institute offer grants to doctoral students to carry out research in their home institutions? If so, please include a supply of applications in your response.

Donald G. Davis, Jr., Doctoral Student, Graduate School of Library Science, University of Illinois, Urbana

Mr. Burgess Read Out

Mr. Burgess' article in the October 1969 Bulletin (pp. 1265-1267) deserves some comment. As I read it I felt that he was addressing himself to an essentially non-automation-oriented audience. His first few paragraphs attest to that purpose, both in style and content. Therefore, what follows might be taken quite literally by some librarians who have had little or no experience with systems analysis and design, as well as with library automation.

Mr. Burgess makes some rather categorical statements, which might be taken as factual by some readers. They deserve comment by those of us who have done work in this area. He stated, "Until very recently, library automation has been going on piecemeal. This is because of lack of administrative support. . ." This might be true in some situations, but a flat statement cannot be made without looking at all automation programs everywhere, can it? I know of several where the systems staff began (as any systems analyst and designer should do) by analyzing total library operations, and designing an integrated system based on the analyses of operations.

What does happen is that implementation is piecemeal; it has to be, no library can automate all aspects of its work simultaneously. But usually all the pieces fit together, were designed to fit together from the beginning, and are simply put together over a period of time. If this is not so, then the library director might better find someone else to head his systems staff, for the one now in charge obviously has not done his homework. "Lack of administrative support" can also be translated into "lack of immediately available funds for automation activities," for it is hideously expensive to automate. Particularly is this true for the systems analysis and design phase where nothing tangible "shows."

Which brings me to my second point. I wholeheartedly concur with Mr. Burgess that a system should be designed in modules. The next question then follows logically: Why cannot one library's module be used by another? Subroutines exist for many standard library operations, but they continue to be written over again in many different libraries every day—a modern version of custom cataloging, perhaps? "What fits my library doesn't exactly fit your library" or vice versa. With this com-

ment we often dismiss the possibility of saving a great deal of money in favor of building our own little empire, enlarging staff, asking for more and more money.

The facts are that every library acquires, catalogs, classifies, circulates, and what have you. Are these operations really so nonstandard that we can justify doing over and over what others have already done? If we are different, maybe we shouldn't be. Centralized processing centers, offering their services to different types of libraries, have apparently solved some of these problems; maybe it behooves us to take a look to see how they got everybody together. Everybody, that is, who surely thought they, too, had unique needs shared by no one else.

Another point Mr. Burgess makes is that one must be on-line to take full advantage of library automation, that is, to have the same kind of access to library files which is available in manual systems. However, being on-line does not mean instant access to the computer; it simply means that the library is hooked up to it. There are many computer configurations which process on-line information in a batch mode, that is, from time to time during the Real-time access is something else-it means that the library has access to the computer at any given moment that it is needed. Being on-line, then, means very little unless the access is also real-time. And relatively few libraries today have real-time access, because it takes a very expensive computer configuration to provide this mode.

A good systems designer must weigh the cost of real-time access by terminal against the utilization factor and the necessity for instant access. Not all files need to be instantly available at all times; another consideration is that immediate access is only as good as the up-to-date status of the file. So we have to calculate the time it takes to update the file constantly against the benefit we really derive from it in on-line use. To give a specific example: in a small special library there is a circulation system in use, which provides public service staff with daily printouts of all materials, 'out,' and to whom. This printout is prepared every night and is available the next morning. During the day publications circulate, some of them two and three times during the day. The manual system takes over, and the cards are kept at the desk; books are discharged as they are taken back, and therefore can go out again right away. At night all cards which are left at the end of the day are used to update the 'out' list.

If this were an on-line system, each circulation would be recorded sepa-

rately, immediately, and in a real-time mode. So would each discharge. The bottleneck while this is going on is easy to imagine. The patron waits. . .

In this particular instance, the decision was made not to go real-time, for it would delay service to patrons and not add substantially to anything now going on. And the terminal, dedicated as it has to be, to circulation only, would cost too much.

The point of this story is: it depends. Some situations require on-line operations, others do not. A systems designer has enough information to design an optimum system for his library, based on volume, cost, size and other factors.

A personal footnote to Mr. Burgess: I wish he would send me the subroutine which allows Acquisitions to add information to the file and also updates the serial record. I don't believe there is such a thing.

BRIGITTE L. KENNEY, Research Associate, Department of Psychiatry, University of Mississippi Medical Center, Jackson, Mississippi

Burgess' Reply

Your first sentence is absolutely correct. I have sensed from librarians in this group that they are afraid of this so-called new-fangled technology.

I felt that to make my point it was necessary to generalize. It is obvious that most system analysts "worth their salt" in this field would agree that my statements don't completely hold for all, but for most. This article was written in early 1968. Prior to 1967, I could find no literature references to total library systems analysis and design with two exceptions, Washington State University and Chicago University. All the other work with the exception of small special libraries had been done on the basis of "have a pressing problem I must solve."

Lack of administrative support refers to all levels. Lack of funds is a function of lack of administrative support even if you blame a state legislature.

Implementation must be done piecemeal. No library can afford to mount a complete programming effort unless it is spread over time. My point was that a complete system design should be the first order of business in order to assume subsystem compatibility.

I agree with your second point, but the answers as to why are threefold:

- 1. We do not document completely, to enable others to fully understand what we have done.
- 2. "We have to be shown"; that is, we lack confidence in the other guy's ability. The "not invented here" syndrome
- 3. In order to relate to your job you build your own personality into it. That is the reason standardization is nearly

impossible. Many systems I have seen have failed because they did not allow for the operators' personalities or allow flexibility for the operators to develop personalized procedures.

I disagree with your next point. "Online" does now mean instant access; otherwise you are talking about "remote job entry." I don't mean to say that all library processes should be online, but those that require immediate file access should.

I agree costs are high, and I think they will come down, but multifunctioning terminals and library networking will reduce individual task cost to the point where they compete with manual systems.

Your example about real time circulation is just not true. If the system is designed in one of several methods, the patron will not wait. Many manual systems now require a patron to laboriously fill out a charge card (is this not waiting?). One example of a design for a real time system is that the records are placed in an on-line data set similar to your daily manual card file, but terminal searching can be performed against both the processed file and the daily unprocessed file.

Obviously, the cost trade off depends on the "degree of service" desired and the cost of providing it. This can only be answered at each library. An example: at University of British Columbia, they provide weekly cumulative circulation lists with daily listings in transaction order of daily activity. This degree of service was unacceptable at Washington State. We had to provide daily printout of the daily processed file. Even this was unacceptable to most of the staff, but the library administration decided that the cost benefit for on-line circulation wasn't worth the cost. But the point is that this circulation system removed the librarian's access to her files and my article tried to say that on-line can keep that access, and that librarians should not be afraid to investigate that mode of operation.

Now as to your footnote. That example was for illustrative purposes. Washington State is in the process of developing computer programs which will check in monographic orders for acquisitions via its circulation equipment. When this is completed they will then add a serials check in module.

I hope this is enough of a counterattack. One of my goals in sending this article to the *ALA Bulletin* was to get librarians to think about automation and for them to publicly present both pros and cons. From the responses so far, I think I have done just that.

THOMAS K. BURGESS, Project Manager of System Development, Washington State University, Pullman, Washington

Riding Shotgun on the Bandwagon

Though the questions raised by Merle Lamson in his October 1969 ALA Bulletin article are not of critical concern to me, either as a human being or, more narrowly, a professional librarian, they were left so unanswered by him as to entice me to write an unsolicited retort. The topic of recataloging and reclassification of a collection which was on the Dewey scheme into the Library of Congress scheme involves many of the more sacred cows to which librarians make obeisance: ease of patron use versus ease of library operations; ideal arrangements of knowledge versus pragmatic arrangements; open stacks versus closed stacks, to name only a

I grant that many of Mr. Lamson's frustrations are all too valid: receipt of LC cards from LC takes too much time; LC does cancel numbers and shift to synonymous subject headings too frequently; there occurs a duplication in cutter numbers which precludes blind acceptance. I also agree that there appears to be a dearth of philosophical discussions comparing the intrinsic values of DDC over LC. Nonetheless, frustrations are never sufficient grounds upon which to launch such shortsighted, fallacious arguments as Mr. Lamson uses.

A decision to reclassify and recatalog presumes not only the benefits Mr. Gaines is cited as listing, but, even more, that there was genuine dissatisfaction with the scheme in present use. If we are bandwagoneers in jumping into LC, it may be that, for many of us, the realization has dawned that after using seven editions of Sears and seventeen editions of Dewey, the use of the public catalog, as a book-finding tool or a bibliographical tool, is severely crippled. Perhaps our subconscious or our catalogers or both tell us that even with frequent dislocations in the LC schedules, there have been only three* editions of the Library of Congress List of Subject Headings. I have extreme sympathy for the anguish users feel when they are bounced among "see" and "see also" references which catalogers faithfully following Sears have liberally besprinkled among the catalog.

However, the issue which was unstated but very much in Mr. Lamson's mind was to question why librarians, whose collections were not in a hopeless muddle because of inconsistent application of Dewey, go to the Library of Congress scheme. He does say that because no library has the goals, aims, or purposes of LC, that it is somehow not possible to accept LC in full. This in such a specious argument that I am at a loss to refute it. The corollary would be for us to subscribe to Melvil Dewey's arbitrary arrangement of knowledge before using his scheme.

Even if it were granted that LC is illogical, inconsistent, redundant, and sometimes shoddily applied, these very real sins would be wiped out by the ease and speed with which a school like Brigham Young could use MARC II tape to make cataloged items available to its patrons. If DDC were used, with MARC II tape as the retrieval vehicle, a professional's time would be required to shorten the many ten to fifteen digit numbers so that: 1) they would fit on a book; 2) the reshelving crew would not constantly be fouled up on order; and 3) the circulation people using either manual or outdated equipment would not quickly lose their minds. And even after all the extra effort, the reasons for classification and cataloging would not be better answered than by using LC without question.

This discussion presumes we are describing an open stack situation. The main benefit from putting biography with the subject area, and from the more specific interrelationship of subject area to subject area which occurs in LC, only accrues to the open stack browser. A closed stack library would depend heavily on the greater depth, breadth, and sophistication of LC subject headings over Sears but, I suppose, would not prefer DDC over UDC or LC or Bliss or Colon Classification, or what have you, because these arrangements would be quickly learned by the stack pages, regardless as to what they were.

Mr. Lamson proceeds to ask, and answer in the negative, whether or not an entire collection can be reclassified. I believe he assumes it to be a question of all or nothing. A number of libraries of large holdings, with which I am familiar, have purposely left some of their holdings in Dewey for the foreseeable future. These areas tend to be the humanities where fewer new terminologies and subject subdivisions have fractured the coherence of Dewey. Besides this, collections in these areas often tend to be large and not to require specifications beyond the ability of Sears. Few libraries begin to handle new materials in LC without starting to convert the Dewey collection, subject area by subject. This scheme eases the pangs of transition and completion. It is possible to convert the entire collection over a number of years; if in doubt, contact the commercial firms who contract for this service for a timetable and costs.

Mr. Lamson's last two paragraphs make excellent sense, though completely out of context. I am inclined to believe that at this point he read what he had just written, shook his head to clear it, appended these sober thoughts, and mailed the piece off. I am very much puzzled, however, by the past and present librarians of Brigham Young

University. What were the circumstances which caused you to wait until you had eight hundred thousand volumes in Dewey before you decided to be a bandwagoneer?

STEVENS W. HILYARD, Librarian, New England College, Henniker, New Hampshire

* I hear there are seven. Ed.

Button Button

Young boys want to grow up to be soldiers, sailors, policemen, and firemen. Having the youngster on the National Children's Book Week poster wear a "peace" button was ridiculous.

Or was it propaganda?

MAURICE D. WALSH, JR., Administrator,
Jefferson Parish Library, Metairie,
Louisiana

Protestation and the Elders

Today many young people are being encouraged to protest the draft and the Vietnam War, and many are even being aided financially by their immediate "elders." (By "elders" I refer to those adults who definitely are older than the high school or college students, who consider themselves to be antiestablishment, and who imitate youth in dress, Those "elders" rarely, if ever, suggest stopping other wars, such as the Biafra and Nigerian War, The Arab and Israeli War, etc. Therefore, one must assume that there must be some other reason why these "elders" protest the Vietnam War through the inexperienced, impressionable youth. There must be some reason why they protest the Vietnam War and not other wars.

What could be some of the reasons why the "elders" encourage protestation of the draft and the Vietnam War? Could it be that they are directly involved in the possibility of being drafted into service for the Vietnam War (and not in the other wars)? It does seem strange that so many young men of draft age are now teaching school. Could it be to avoid the draft? Many clergymen are involved in the draft protest because they are granted exemption, and perhaps some might have a guilty conscience, or have a hope of eliminating the necessity for their preferred exemption. . . .

It becomes rather apparent that many of the draft protesters are not really concerned about the killing of human beings, but rather in eliminating the draft for very personal reasons, and then ending the Vietnam War, so there would be *less* reason for a national draft. It would appear also that some young men of draft age, who have politically important parents, remain in the jurisdiction of their home draft boards so that their draft can be prevented. This, of course, plays into the cause that the draft is unfair.

Many educators and student protest-

ers claim they demonstrate against the draft and the Vietnam War because they believe in nonviolence. A nonviolent philosophy, in order to be effective, newsworthy, and exciting, must use violence itself.

Young people who state that they object to the draft because they are old enough to die for their country but not old enough to vote are voicing the statements of their counterparts in World War II. If people object to the draft on this ground, they should demonstrate for the enfranchisement of everyone who is of draftable age. They should protest as bitterly for this right as protesting against the draft and the Vietnam War.

It would appear, by the way, that the protesters should, for humanitarian reasons, first object to *all* war, secondly, object to the Vietnam War, thirdly protest for the enfranchisement of draftable youths, and *then* lastly, protest the draft.

Perhaps many adults are placing more emphasis on youthful protest than is warranted. Perhaps it is a part of the quest for excitement. More young people and their "elders" today are "experimenting" with all kinds of thrills and excitement, including "experimenting" with drugs. All too often I have heard educators say that marijuana should be legalized. They are more concerned with their own "highs" rather than with the "lows" of the really oppressed or really injured human beings. ... If any country on earth wanted to take over the United States, it couldn't do it any easier than by doing it through drugs and through the disillusionment of youth. . . .

A former Attorney General of the United States Virgin Islands stated in a commencement address, that youth should protest what they think is wrong, but they owe it to themselves to think it out and determine what goals are worth fighting for, and then they must be prepared to suffer the consequence of legal action, in case their protest violating existing laws or the rights of others. When looking at the draft and Vietnam War protest, one should ask where most of the money comes from to support so many protesters, and to subsidize their travel and living expenses. Most of their parents are middle class Americans who can barely afford to send their children to college, much less afford the luxury of supporting student protest. The money must come from some source. Where? . . .

I have been concerned about the anti-American, not merely antiestablishment, attitudes expressed by many educators, and naturally their proteges. It is one thing for educators to discuss with a class, opposition to the draft, in direct reference to the Vietnam War,

however, it is apparent that justice is not always done by presenting the picture that all drafting and all war is wrong. A student should be allowed to hear both sides of the subject, rather than just a one-sided view of the subject, popular though it may be. It is wrong to teach immature minds that no fighting of a war is ever justified. While the Vietnam War appears to be undesirable for any reason, it cannot be said that no war is ever justified. This attitude was brought clearly to my attention when a tenth grader and I had the following conversation:

"Mr. Vaughn, were you in World War

"Yes, I was a B-24 pilot."
"That's a bomber, isn't it?"
"Yes."
"Did you drop any bombs?"
"Yes."

"Well, I hope you're proud of yourself, bombing innocent women and children; I never would."

The small minority, which is socially changing things today through largely anarchistic methods, must keep in mind that the world they are trying to create today, if it ever could materialize, would because of its very nature, be changed by a small anarchistic minority tomorrow. . . . Today's anti-establishment is tomorrow's establishment, which will be attacked by tomorrow's anti-establishment.

An Attorney General of one of the larger states in the United States said: "I think you're finding that the youthful rebellion sows the seeds of its own failure by overacting [sic] to what they thought were the inequities of society and by engaging in some of the more violent demonstrations. There are freshmen and sophomores (in college) who really haven't looked at the books and are reacting to feelings, and they are questioning noted scientists and people who really know what they are talking about. These kids without criteria, without knowledge, are really questioning on the basis of sensitivity. Obviously, if they do that there can be no dialog, because the kids are illequipped for it and don't know what they are talking about. You don't have people talking strictly from emotion on one hand, and on the other hand people trying to speak on the basis of rationality, logic, and knowledge."

It appears that the laissez-faire era of Dr. Spock has left the younger generation without a heritage, and with "elder" Spockonian advice, leading to worldwide confusion in the younger generation.

Educators should be sympathetic to the protestations of youth, but they should allow youth to go on its own protesting, instead of encouraging it to protest its "elders'" causes, and

thereby actually molding the youth into a reflection of their former selves, or their former would-be selves.

ROBERT V. VAUGHN, Teacher and Librarian, St. Dunstan's Episcopal School, St. Croix, U. S. Virgin Islands

Passing the Buck

In the October 1969 issue of the ALA Bulletin you correctly object to several hiring practices of libraries. However, many governmental agencies are hesitant about implementing the doctrine of the Supreme Court which, simply stated, does not require a job applicant to deny membership in subversive organizations as a condition of employment. The Constitution does not require self-incriminating statements (Schneider v. Smith, 390 U.S. 17).

As to the age discrimination, the recent Age Discrimination Act of 1967 does bar such considerations in hiring.

Objections to listing experience and medical history of mental or nervous disorders are poorly based since job placement often depends upon prior experience, ability to work under pressure, and ability to relate with other people.

The ALA should take positions on discriminatory and illegal hiring practices. But individuals also can consult an attorney to assist them in obtaining their "rights." Some people should quit crying and passing the buck to the Association.

DAVID R. BRYANT, Acquisitions Librarian, Cook County Library, Chicago, Illinois

Council Nominee Identifies Himself

William DeJohn, coordinator of the SRRT Action Council, requested a statement from David Cohen on his stand on what he considers the most relevant issues facing the library world. Mr. Cohen is running as a candidate for Council and he has passed on a copy of his statement for publication here for anyone else who might wish the same information. Ed.

I am delighted with this opportunity to state my position with respect to the need for meaningful change in the ALA, so that the membership can participate more effectively in a more democratic framework. Kudos are due SRRT leadership for bringing to the fore this vital issue of membership involvement in decision making, together with the crying need for an all-out action program in defense of intellectual freedom. You can count on my full support for this vital and imaginative program to make ALA more relevant, more responsive, and more active in dealing with the great issues of our time.

I have already signed up with SRRT and will be involved this month in organizing a Long Island contingent. My major activity in ALA during recent years has to do with two areas of the highest priorities-i.e., Intellectual Freedom and Library Service to the Disadvantaged.

I am now serving as a member of the Intellectual Freedom Committee for the two year period from 1969 to 1971. Fortunately this is a time when the program of action and support for beleaguered librarians will be receiving its greatest impetus in ALA history. I will do my best to see that the Intellectual Freedom Committee and the Intellectual Freedom Office contribute the utmost in defense of librarians who take the Library Bill of Rights seriously. I am also committed, as a school librarian, to the defense of student's right to read against encroachments by state legislators, community groups, etc.

I have just been appointed chairman for a three-year term (1969 to 1972) of the new standing committee on Treatment of Minorities in Library Materials of the American Association of School Librarians. The committee started out on an ad hoc basis over two years ago, charged with the responsibility for developing guidelines to publishers on the positive treatment of minorities in trade books (read, Library Service to the Disadvantaged) and, as a corollary, criteria for quality interracial books are also being developed. Our policy has been to involve as many members as possible in our deliberations. I have suggested that the ALA Committee on Library Services to the Disadvantaged develop a national posture which would integrate the work and represent the various sections of ALA in its scope and deliberations. In this way, a comprehensive national program and policy could be developed as significant as the findings of the United States National Advisory Committee on Civil Disorders.

I hope that I can count on your support as a nominee for the ALA Council. DAVID COHEN, Librarian, Plainview-Old Bethpage Senior High School, Plainview, New York

Sigh!

Your folder concerning ALA dues presents an excellent picture of the importance of membership support of the programs, projects, and activities of the American Library Association.

Having recently returned from a year of duty in Vietnam, I am perhaps in an unusually good position to recognize the importance to our society of support for our libraries and educational programs of all types.

It is with pleasure that I enclose my check for membership. . .

ROGER M. SWAIN, Lieutenant Junior Grade, U.S. Naval Base, Newport, Rhode Island

UCLA

European studytour in

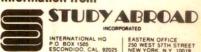
CHILDREN'S LITERATURE

GERMANY, FRANCE, ITALY. **ENGLAND and WALES** with the Anglo-

American Workshop on Books for Children at the School for Librarianship in Aberystwyth

June 30 - Aug. 8, 1970 \$996 plus air fare 3 Qtr. Hrs. Credit

Information from



CLOSING OU **HAWTHORN'S 20th Century**

ENCYCLOPEDIA of CATHOLICISM

THE ACHIEVEMENTS OF VATICAN II, Hollis #1
THE AGE OF ABSOLUTISM, Braure #79
CATHOLICISM IN ENGLISH-SPEAKING LANDS, #92
THE CHRISTIAN WORLD INTEGRATION, Leclercq #95
CHRISTIAN MARRIAGE, de Fabreques #54
CHRISTIAN SCULPTURE, Debidour #122
CHRISTIAN THEATRE, Speaight, #124
CHRISTIAN THEATRE, Speaight, #124
CHRISTIAN THEATRE, Speaight, #124
CHRISTIAN THEATRE, Speaight, #124
CHRISTIANITY AND MONEY, Leclercq #59
THE CHURCH AND SEX, Trevett #103
THE CHURCH AND SEX, Trevett #103
THE COURCH BUILDING, Rykwert #120
THE COMMUNION OF SAINTS, Lamirande #26
THE CONTEMPORARY CHRISTIAN, #134
CONTEMPORARY CHRISTIAN WRITERS, Foster #117
THE CONTRIBUTION OF GERMAN CATHOLICISM, #101
COSMOLOGY AND CHRISTIANITY, Peach #127
THE CREATION, Mourien #19
CYBERNETICS, Moray #131
EARLY CHRISTIAN ART, Syndicus #121
EASTERN LITURGIES, Dalmais #112
HISTORY OF THE MASS, Amiot #110
INTERNATIONAL MORALITY, de Soras #106
LAW AND MORALS, St. John-Stevas #148
LINGUISTICS, LANGUAGE AND RELIGION, #126
THE MEANING OF TRADITION, Congar #3
MODERN CHRISTIAN ART, Wilson #123
NEW TESTAMENT APOCRYPHA, Hervieux #72
NUCLEAR PHYSICS IN PEACE AND WAR, #128
THE PAPACY, d'Ormesson #81
PRAYER, Daujat #37
PSYCHIATRY AND THE CHRISTIAN, Dominian #93
RELIGIOUS ORDERS OF WOMEN, Cita-Malard #86
THE REVOLT AGAINST THE CHURCH, Cristiani #78
THE SOURCES FOR THE LIFE OF CHRIST, #42
TECHNOLOGY AND RELIGION, Queffelec #94
WORLD POVERTY AND THE CHRISTIAN, #132

ONLY 5

per copy POSTPAID
(List price \$3.95 per copy)
Free complete list of 100 titles.

SELECTIVE BOOKS, INC., Dept. AL. 159 Banker St., Brooklyn, N. Y. 11222 80 Different BOOKS IN THIS SERIES (our choice of titles) \$30.00 while they last! Order now!

another new Gaylord book charger?



Yes. And for good reason! Our new Model 400 allows you to enjoy the speed and convenience of charging books and other library materials by borrower's name and address, using the popular embossed plastic student identification cards.

Fast, error free operation. Just put the borrower's ID card and the book card together in the machine and press the button to charge any book automatically, for any of three pre-selected due dates.

So if you want to speed things up at your charging desk, cut down on errors and gain all the other benefits of a modern circulation control system, ask your Gaylord Man to demonstrate our new Model 400 electric charger.

Or write today for your copy of our new illustrated brochure.



A Big Valentine to a Small Library. Those little tokens of endearment that go out on February 14 have become a very important affectation of our commercial world. The pink and white bouffant pricked with lace and dotted with scarlet hearts has become a cliché. Yet we feel compelled to send one to the guardians of the small libraries of our world. If they don't mind, we will not get too treacly and will try to make it a realistic mash note.

We speak with affection of those people who operate tiny public libraries, the small school collection, the struggling junior college, and the small private liberal arts college collection. Many do not sport a master's degree and have little or no support staff; most have been on the job for over a decade or two; and all exhibit a dedication that is all too often academic to their larger urban relatives.

True, some of them run a ship with the ego-shattering snarl of Captain Bligh or the marble-rolling click of Queeg. But the majority move with quiet desperation through their lives, pausing at such landmarks as a new furnace, some modest new catalog drawers, or the day the local charity-minded group had a bake sale—or some such—which produced a few books that could never have been squeezed out of the budget.

They all look wistfully out the windows of their libraries into a community that hardly knows they are there, and they see needs they cannot hope to meet. We hear of the little community college that opened its library to high school students because the public library was not able to be open in the evenings. We hear of the Indian reservation that has no library service, with a public library nearby that "by law" cannot offer service, so the librarian there has taken to sneaking books onto the reservation in the trunk of her car.

The development of state and federal funding in many areas created a better life for some. But, be honest, too often that money went to those who already had some. And with the current cutbacks you can guess who will be the first to feel the effect.

We all know that the urban ghettos are not the only place in the nation crippled by debilitating poverty. Anyone wandering off the beaten tourist path in the South and the Southwest will find squalor that matches most any in the world today. Poke your nose into the great plains and the mountain states and you will find pockets of human degradation that defy the glossy moon landings. And here is isolation. Long miles of empty land dotted with an occasional house, or sheep herder's wagon, and the ubiquitous TV antenna.

Those people in the so-called "Establishment East" have rural poverty and





Editor's Choice

low economic potential throughout New England and upper New York state. These same maddening contrasts exist in Pennsylvania and the Virginias. The Midwest is dotted with small towns, dependent on the small farm and supportive services and unable to even provide more than token education for their children, let alone develop adequate library service.

After a decade of remarkable growth in facility and service, the library has only begun to realize its potential. It is obvious to all that a degree from high school, junior college, or even college is barely sufficient to survive today. Education has to be a continuing process. In large metropolitan areas attempts to provide adult education are being undertaken by the existing school establishments. It is successful if you play the numbers game, but many will not return to the education mill once they have had their ticket punched. The library is the only current service available that does not suffer from the repressive disciplines of the experience of education. Some are trying to assert their proper place in the minds of the adult seeker of information. In our small libraries it is the personal concern of the librarian of the community that funds these programs for no money is available.

We have been seduced into lasciviously contemplating the navel of the larger funded efforts and miss the more subtle but often more lasting effects issuing from libraries in the small towns and sparse population areas. We haven't

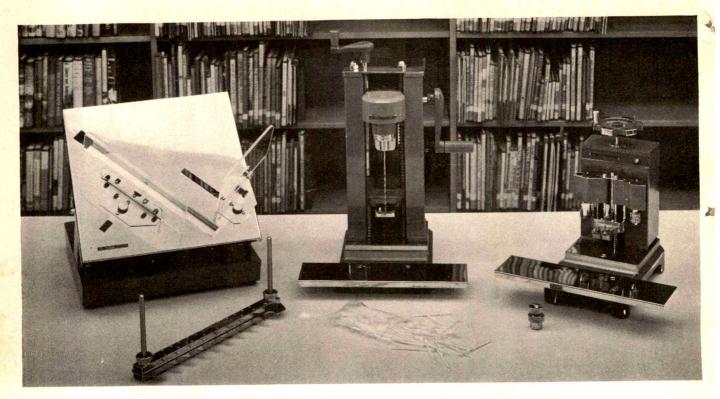
heard of any blacks making it as the head of a large metropolitan area library but we have heard of blacks heading up the smaller libraries and, in a few cases, in communities that have no other blacks in public service positions.

So it is on this the first Valentine's day of the 70's that we send our heart to all of the small libraries. We hope it gives them courage to hold the fort until the cavalry (money?) arrives. If we were of the Horace Greeley school, we would unroll sonorus phrases advising ... go out there, young librarian! The poor and the underprivileged are there, and they are needing those dedicated and not easily discouraged hearts too. But beware that you don't become a Greek bearing gifts. They don't want anyone to come and tell them what is going to be done for them. They want someone to come and work with them as they try to find and keep a place for themselves. And working with people instead of for them is what librarians are really all about.

Discomfort to the Enemy. We have changed, or better still, have broadened our classified advertisement policies to encompass a few things that have been bothering us.

- 1. Starting in the March issue we will edit out any overt or covert references to the sex of a job applicant or the sex desired for a position in a given library.
- 2. One device used by some libraries to enable them to offer more to a male applicant than to a female applicant has been failure to list the salary range. Such phrases as "salary negotiable" or "salary based upon experience" were used to hide an embarrassingly low offer but also were too often used to make higher initial offers to the male applicant. In the future we are asking advertisers to indicate an amount in a salary range that could be negotiable and/or based upon experience.
- 3. We are also including a caveat emptor on the ambigious phrases "faculty rank" and "faculty status." These terms have no meaning that we can find, and until such time as they have been defined we think it pertinent that applicants be warned to investigate these terms to make certain they understand the meaning and attendant responsibilities.

We realize that these efforts are not going to erase the widespread discrimination against women librarians or that we are going to hasten the settlement of the status and rank situation among academic librarians. However, if by this action we can help dramatize the situation and offer as little comfort and aid to the enemy as possible, we feel we will be contributing something to the improvement of the librarian's lot. GRS.



Bind Periodicals, Pamphlets into volumes in less than 5 minutes

The new Bro-Dart 800-Binding System is simple, professional, inexpensive. Non-skilled help can quickly learn to use it. It aligns a stack of periodicals (up to 4" thick) instantly; drills the desired number of holes accurately; and secures the publications permanently with flexible plastic tacks or "rivets"—all in less than five minutes, and for just pennies per binding. No more long, frustrating weeks of waiting while

the publications are at the bindery, unavailable!
The equipment easily accommodates hinged

or flexible covers, and a spine can be added for reinforcement, shelf identification, and appearance. All four components (Holder, Aligner, Drill and Binder) fit without special installation on an ordinary table or desktop. Cost is \$495 For more information, write: Dept. AL-948







EASTERN DIVISION: 1609 Memorial Ave., Williamsport, Pa. 17701 • 56 Earl Street, Newark, New Jersey 07114 CENTRAL (A. C. McCLURG) DIVISION: 2121 Landmeier Road, Elk Grove Village, Illinois 60007 WESTERN DIVISION: P.O. Box 92337, Los Angeles, California 90009

Insurance Against Intellectual Freedom Problems. Prior to the establishment of the Freedom to Read Foundation, an exploration was conducted on the possibility of providing financial support through normal insurance means for librarians who are dismissed or who resign, under duress, in connection with the defense of intellectual freedom. The investigation was performed by Sherwood G. House, Associate Actuary of the Aetna Life Insurance Company, Hartford, Connecticut. Mr. House presented his study at the Intellectual Freedom program during the Atlantic City Conference. The following is a summarization of his remarks.

On the premise that severe financial strain is placed on librarians who try to use legal means to combat censorship problems, Mr. House indicated the desirable benefits that could be provided through insurance. These include a reimbursement of the legal fees incurred in the attempt to recover a previous position, and during the period of litigation and/or job seeking, some income to the offended person.

Unfortunately, the result of Mr. House's investigation showed that the insurance industry, despite a desire to provide protection against most forms of risk, could not provide these coverages. Insurance of this nature is not available because there is no objective definition of loss. The ALA would be the only appropriate body to determine whether or not a member had been dismissed or had resigned, under duress, for reasons other than incompetence. Mr. House stressed that this is not simple unemployment insurance. The determination as to why an individual was fired or forced to resign could not be made by objective criteria, as exist in other forms of insurance. The determination would have to be based solely on the judgment of a person or groups of persons, appointed for this specific purpose by ALA. By placing this duty in the hands of the Association, the insurer finds itself in an untenable position since it no longer has the responsibility of determining the existence or extent of loss. Simply stated, the insurance company could neither determine coverage nor control claims against that coverage.

There is an answer, however, in self-insurance. This approach has been used by the National Education Association and many other groups for specialized benefits. Mr. House did not see any reason why the ALA could not also adopt this positive action.

While the self-insurance technique is the least expensive means of providing the desired benefits, the Association must assume not only the insurance risk, but the responsibility of administrative matters. Normally, these would be handled by a knowledgeable outside insurance source. It must also be recognized that ALA may well become involved in determining the merits of a claim at a time when all the facts are not completely clear.

Basing his projections on 12 cases per year and after consultation with his attorneys, Mr. House estimated that a fund of approximately \$60,000 would be

Intellectual Freedom

JUDITH F. KRUG

Are you prepared to defend intellectual freedom? Are you prepared to fight censorship? Are you informed about what groups are attacking library materials, what materials are being attacked and how? Do you subscribe to the Newsletter on Intellectual Freedom? The Newsletter provides facts. Facts are necessary to defend intellectual freedom. Facts are necessary to fight censorship. The Newsletter on Intellectual Freedom is issued bimonthly by the Intellectual Freedom Committee of the American Library Association. Edited by LeRoy Charles Merritt, dean, School of Librarianship, University of Oregon, Subscriptions available from the ALA Subscription Department. \$5 per year.

necessary to pay for the desired benefits. Recognizing the difficulty that individuals would have in assuming this kind of cost, Mr. House pointed out that \$60,000 represents only a small charge to each ALA member if the risk is spread across the entire membership.

An alternative means of financing these costs is by appealing to the membership for donations, or by subscription of those interested in coverage. This method of funding is less desirable because the resulting costs will be substantially higher per individual contribution and will result in a considerable degree of anti-selection.

Mr. House explained the anti-selection by using the analogy in modern insurance of the mandatory maternity benefit included in hospitalization policies. If an insurance firm were to make such a benefit optional, only those persons intending to make use of the maternity benefit would purchase it. The resulting individual cost, after some consideration for expense, could well exceed the benefit itself, making it an entirely unrealistic form of insurance.

It was pointed out that one of the most obvious problems concerns projected costs. Programs such as this often have a simple principle and, desirably or undesirably, are later expanded to satisfy other unique needs. Mr. House believes it is logical to assume that once benefits are established, more cases will come to light. Individuals who were previously unwilling to take a stand, or who simply could not afford to take a stand, would be prone to do so once insurance was available.

In addition, while the information from which he worked resulted in an estimation of \$60,000 for twelve cases, Mr. House believed that, in actuality, the costs may be two or three times higher. The variables are such that it may take several years before the true cost pattern emerges.

Another consideration is the coordination of legal effort. The ALA legal counsel undoubtedly could provide the Association with a contract of intent or some such careful description for the use of these funds. At the same time, it should be recognized that there is a limited number of precedents regarding cases of this nature. From both a cost standpoint, and to obtain competent and knowledgeable legal services, a central counsel should coordinate all cases which are to be reimbursed through the insurance plan. While Mr. House did not imply that ALA should choose counsel for each claimant, he did believe it was obvious that ALA counsel suggest certain action and see that cases are handled consistently.

In regard to administering the insurance fund, Mr. House pointed out that the most difficult area would center around the group appointed to determine which claims were in fact reimbursable within the intent of the insurance fund. Such determinations are not only delicate and difficult, but also quite time-consuming. While an alternative to a review of each particular case by some properly constituted group could not be offered, Mr. House did recognize this as one of the major weaknesses of a self-insurance plan.

Such review would almost certainly be a "pretrial hearing" before all evidence is completely clear. Carrying the procedure one step further, there is another, less obvious problem. Issues as to whether a librarian is competent may involve subjective decisions by the "review" group and could well result in cases where the individual member, who had been refused aid by the Association, was able to vindicate himself. This would enable the member to bring ac-

as welcome as the season itself...

SPRING WORLD, AWAKE

Stories, Poems, and Essays compiled by Mildred Corell Luckhardt illustrated by Ralph McDonald

Spring World, Awake is a golden bouquet of stories and ballads, poems, fantasies, fairy tales, and folk legends from around the world. Featured are feasts and festivals and special days in this joyous season of celebration. By the author of Thanksgiving—Feast and Festival and Christmas Comes Once More.

Illustrated in three colors and in black and white Ages 8-12 \$6.95



abingdon press

nashville new york tion against the Association for defamation and/or legal costs. Fighting such action would be embarrassing and would present a costly exposure to legal liability. This is true not only for the Association but for the persons performing the "review." This situation, of course, is similar to court action in certain malpractice suits where physicians seated on malpractice boards have been sued for significant sums of money.

In summarizing his comments, Mr. House pointed out that "there is a substantial financial strain on an ALA member who wishes to fight action against himself based on discriminatory censorship. Secondly, insurance companies are unable to assist directly as benefit control is not in the hands of the insurer. Finally, self-insurance is a positive answer to the problem, but there are many significant problems in funding and in administration of the benefits."

Report from Farmingdale. Written by Orrin B. Dow, director, Farmingdale (L.I.) Public Library, the October 1969 Intellectual Freedom column (ALA Bulletin) was entitled "When Birches Last in the Dooryard Swung." The article was adapted from the speech that Mr. Dow had presented at the Intellectual Freedom program during the Atlantic City Conference, and recounted the problems that had been and were being encountered from Carl Gorton, a member of both the Farmingdale Board of Trustees and the John Birch Society. As reported in the "epilogue" to that column, the speech in Atlantic City had been interpreted by Mr. Gorton as "malicious, distorted lies."

Along with his interpretation, Mr. Gorton demanded the chairman of the Board of Trustees grant him time to respond to the "charges." This time was granted at the regularly scheduled board meeting on Tuesday, September 9, 1969. David Cohen, a member of the ALA Intellectual Freedom Committee,

was present. A summary of his report follows.

". . . The move on the part of Carl Gorton, the trustee with John Birch Society ties, to call for his (Orrin Dow's) dismissal, fell flat on its face. Gorton's attempt to show that Dow's speech to the ALA at Atlantic City was full of omissions, distortions, and falsehoods fizzled, thanks to a competent chairman, Mr. Callahan, supported by trustees Jacovsky and Meyerstein, the situation was saved for the time being. . . .

"It must be reported, however, that the Farmingdale Public Library is in bad shape due to the pressures and harassment of two trustees, Gorton and his supporter Warren Altmann. The library budget has now been voted down three years in a row. There is a constant turnover in personnel. The schedule of service has been pared to the bone. Dow's recommendations for administration of the library are under constant attack on the basis that the staff convenience comes before service to the community. I don't see how Dow can last much longer in the face of such a miserable sitaution. One professional recently resigned with a statement expressing disappointment with curtailment of staff and services and community attitude.

"The attack on the Library Bill of Rights continues unabated with insinuations that Dow is purchasing books that will subvert and demoralize the community. When Gorton was accused of anti-Semitism, he recommended the purchase of the Talmud to show his toleration. When Dow spoke of a diverse collection, Gorton recommended purchase of the following books:* Protocols of the Elders of Zion, Protocols of the Wise Men of Zion, The International Jew, by Henry Ford. All of these recommendations were voted down by a vote of three to two.

"In conclusion, while Dow manages to stay on the job, the minority of the two John Birch Society members manages to destroy the library program in Farmingdale. We can defend Dow as an individual, but how can we influence the quality of library service in Farmingdale?"

Quotable Quote. From the St. Louis, Missouri Globe-Democrat comes the following: "Q. Isn't this entire disgusting movement to teach sex in our schools a Communist plot by the Russians?—W. O., Miami. A. Hardly, since the Soviets say 'the sexual freedom movement is a Capitalistic plot by the U.S.' There is no sex education in Russian schools and any mention of it is denounced by the Kremlin."

*The books mentioned are blatantly anti-Semitic and in Gorton's mind would "balance" the collection when the *Tal-mud* was added.

TO ELEMENTARY AND JUNIOR HIGH LIBRARIANS!

Convert your magazines into an effective reference tool.

SUBJECT INDEX TO CHILDREN'S MAGAZINES

Subscription \$9.00 a year. Sample copy 10c.

GLADYS CAVANAGH, Editor

2223 Chamberlain Avenue Madison, Wisconsin 53705

Your ROBERT'S RULES OF ORDER is out of order. Introducing: ROBERT'S RULES OF ORDER NEWLY REVISED by General Henry M. Robert and Sarah Corbin Robert With the assistance of Henry M. Robert III, James W. Cleary, President, San Fernando Valley State College, and William J. Evans • 10 years in the writing Now more modern, more complete, first major revision since 1915 more comprehensive, better organized, more clearly presented, more efficient, new enlarged edition and far more useful than any earlier edition. That's ROBERT'S RULES OF ORDER • 700 pages NEWLY REVISED. And its been revised • \$5.95 for today to reflect the problems of procedures of today. The new Robert's Rules removes the mystique of parliamentary rules by telling "why." And it does so in the clearest most concise way while maintaining the dignity and authority of previous editions. More new features than ever before organization new chapter extensive 30-page new introduction giving new detailed new of on proper cross-references index a detailed history of detailed chart on conventions disciplinary the development of chart the order of actions parliamentary procedure of precedence motions of motions Scott, Foresman and Company, Dept. ALA-1 College Division 1900 East Lake Avenue Glenview, Illinois 60025 Please send me copies of ROBERT'S RULES OF OR-DER NEWLY REVISED @ \$5.95. I enclose Check Money Order for \$__ Total. (Please add sales tax where applicable.) Name Address City State

"Here there is no tranquillity.

Everything is happening now, as your students read these 3 AUTHORITATIVE COLLECTIONS OF ORIGINAL SOURCE MATERIAL

- THE NEGRO IN AMERICAN HISTORY
- THE ANNALS OF AMERICA
- SELECTED READINGS ON GREAT ISSUES IN AMERICAN HISTORY

Here in these speeches, poems, documents, letters and diaries, your students discover for themselves the stuff from which these times are made.

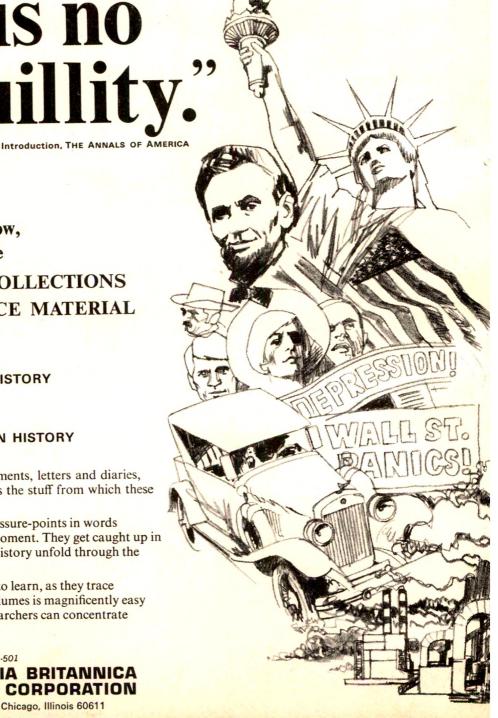
They discover the roots of today's pressure-points in words written or spoken in the heat of the moment. They get caught up in the fascination of events, as they see history unfold through the eyes of people who experienced it.

They find themselves learning HOW to learn, as they trace specific issues. Everything in these volumes is magnificently easy to find, so students, teachers and researchers can concentrate on reading and thinking.

Reference Division/Dept. ALR-501

ENCYCLOPAEDIA BRITANNICA **EDUCATIONAL CORPORATION**

425 North Michigan Avenue, Chicago, Illinois 60611



THE NEGRO IN AMERICAN HISTORY

From hundreds of voices—some black, some white, some famous, some unfamiliar even to teachers of American History—comes the story of the black man in America.

This is an extraordinary collection of original source materials, probably the most authoritative available anywhere today.

Three volumes, nearly 1400 pages from 134 authors. Introductory essays by Saunders Redding, Earl E. Thorpe, Charles H. Wesley. 142 pages of illustrations. A remarkable text, resource and research tool, more than 400 years in the making!

The strongest statements, the most eloquent expressions of views, often conflicting, all are here—intense, timely, and designed to help students make their own discoveries, comparisons and evaluations.

The Negroin American History, 3 volumes—price to schools and libraries \$24,50 per set (plus 75¢ per set shipping and handling charge)

SELECTED READINGS ON

GREAT ISSUES IN AMERICAN HISTORY

1620-1968

Pollution. Protest. Poverty. Riot. Your students may be surprised to discover that these issues are not new to American life and thought.

In this one volume distilled from THE ANNALS OF AMERICA, students can read what people thought, said, sang and wrote as they were wrestling with these problems, sometimes in sterner days than these. Issues are easy to trace and follow through the thirteen major sections.

Used as a text or supplementary reading, this volume encourages a new generation to think out its own ways to tackle disturbing issues, and to seek depth of detail on all of them. Detail in depth is bountifully available in the Conspectus of Great Issues in The Annals of America.*

THE ANNALS OF AMERICA

Read it narratively. Read it topically. Use it as a text, research tool, biographical dictionary, a source of quotations. Or simply let yourself be swept away in the rush of thoughts and words that shape the explosive events of today.

This is the most comprehensive collection of original source materials ever published for teachers, students and general readers of American History.

THE ANNALS OF AMERICA is a year-by-year record of American life, action and thought from 1493 to 1968. 18 *text volumes*, each with its own full-color frontispiece, introductory essay, chronology, 4 to 8 pages of maps, 75 to 100 pages of illustrations. 12,000 pages in all, about 7,600,000 words, 2,202 selections from 1,100 authors.

The 2-volume Conspectus is concerned with 25 major issues that Americans are thinking about, talking about *today*. It is a topical index to passages in the 18 text volumes with additional pictures and essays relevant to such issues as Domestic Tranquillity and Law Enforcement; Foreign Policy and Diplomacy; The Status and Rights of Minorities.

"It is as a text," writes Mortimer Adler, Editor in Chief, "or as background reading in the day-to-day work of the class-room that the Annals offers the most exciting possibilities. A classroom set, for example, will offer original source materials to trace a given theme throughout American History, for special assignments and for everyday use,"



See The Encyclopaedia Britannica Color TV Special, "The Unexplained" Friday, April 3, at 7:30 P.M. (E.S.T.) on NBC-TV The Annals of America, 22 volumes—
18 text volumes plus two sets of the
2-volume Conspectus, \$164.50*
(plus \$3.25 shipping and handling charge)

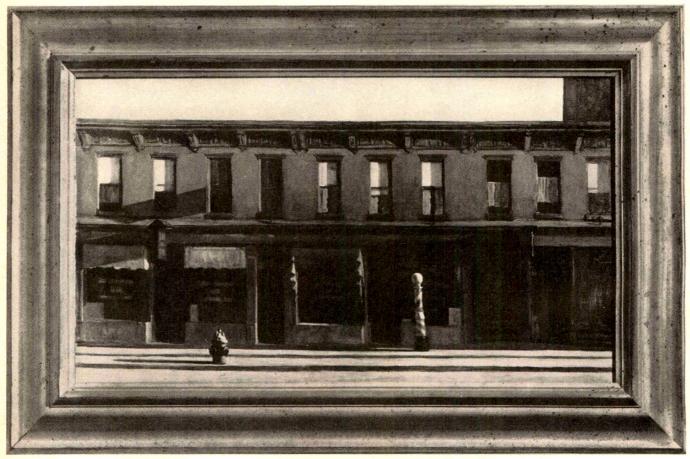
Zip

	Selected Readings on Great Issues in American History, 1 volume—price to schools and libraries \$5.50 (plus shipping and handling charge, 300)	Selected Readings on Great Issues in American History 1620-1568	Friday, April 3, a on NBC-TV
White the	each, 1 to 4 copies; 20¢ each, 5 or more copies) *Special price on The Annals of America, \$149.50 with the purchase		To order history ca
	of 25 or more copies of Selected Readings on Great Issues in Ameri- can History (Regular price of The Annals, \$164.50 to schools and li-		Please se 3 vol., \$2
	braries)		Please se ISSUES I shipping
Te Car			Please se \$3.25 shi 25 or mo
1		A STATE OF THE PARTY OF THE PAR	Pleas
1/h	TAX	36	Signature School
N		1	School Address
		1/	City

	history can speak for itself, send in this coupon.
	Please send meset(s) of THE NEGRO IN AMERICAN HISTORY— 3 vol., \$24.50 per set (plus 75¢ per set shipping and handling)
	Please send me detailed brochure.
	Please send me copies of SELECTED READINGS ON GREAT ISSUES IN AMERICAN HISTORY—\$5.50 per copy (plus 30¢ each shipping and handling, 1 to 4 copies; 20¢ each, 5 or more copies)
	Please send me sets of THE ANNALS OF AMERICA—\$164.50 (plus \$3.25 shipping and handling) or \$149.50 (plus shipping and handling) i 25 or more copies of SELECTED READINGS ON GREAT ISSUES IN AMERICAN HISTORY are ordered at the same time.
	Please send me 24-page brochure on THE ANNALS OF AMERICA.
Siar	ature
Sign	ature

State

The most amazing event in the History of Art— CHROMOGRAPHY



EDWARD HOPPER: "Early Sunday Morning." 1930. Frame-carved Spanish, antique brown finish.

This new electronic process re-creates paintings in such exact detail that experts find it difficult to tell the Chromograph from the original. One difference is size, which has been deliberately modified at the suggestion of museum officials.

Authorities using Chromographs find the educational possibilities unlimited. Chromographs give the viewer complete freedom to examine the works at his leisure. He can run his fingers over the surface and feel the brush strokes. Masterpieces can be placed next to each other to contrast individual techniques or to get a fresh historical viewpoint.

The Hopper shown is part of a collection of 20 Hament Chromographic[™] Art Editions of masterworks from the Whitney Museum of American Art. Among the 20 artists

represented are Wyeth, Rauschenberg, Diebenkorn, Shahn and Kline. A second collection currently available comprises 8 Impressionists from the Art Institute of Chicago: Degas, Manet, Monet, Van Gogh, Cézanne, Renoir, Gauguin, and Cassatt.

If you represent an educational institution, you may acquire complete sets at a special school and library discount. The Whitney edition is priced at \$2,670 and the Art Institute edition, at \$1,850, both before discount.

30-DAY FREE APPROVAL PLAN

At present we are able to set aside a limited number of sets which we are offering on a special 30-day approval plan, at no cost to you. If you are interested, write us on your letterhead and we will send you complete details.

CONNEX SYSTEMS Incorporated

Dept. AL-270

TIME BRINGO



Brooke E. Sheldon

Hace Muchos anos habia Cuatro conejitos que se Llamaban Pitusa, Pelusa, Colita Blanca y Pedrin. Vivian con su madre en un branco de arena bajo la raices de un pino grande.

If some of you are confused and may not realize that the preceding is in fact the opening lines of Beatrix Potter's classic *Tale of Peter Rabbit*, then you are in good company. Thousands of our Spanish children in the Southwest start school with as little background in English as you may have in Spanish.

There are about 3.5 million persons of Spanish surname concentrated in the five southwestern states. New Mexico, Texas, Colorado, Arizona, and California. It is estimated that most of these people still learn English as a second language. This is probably the major reason that the dropout rate is more than twice the rate of the national average. In California, for example, almost 50 percent of Spanish-speaking students drop out of school by the time they reach the eighth grade. Consequently between 30 and 40 percent of the families earn less than \$3000 per year.

Language, of course, is only one factor, and to generalize about the problems of the Spanish-American is impossible. The problems of the family that emigrates (sometimes illegally) from Mexico and must find work, learn a new language, and adjust to a new culture are not the problems of a family who may bear the last name of Chavez, and whose heritage in New Mexico goes back to Don Nicholas Duran de Chavez who arrived from Spain via Mexico on Christmas Day in 1600.

Even that modern day Robin Hood and self-styled champion of the rights

of the Spanish people, Reyes Lopez Tijerina, undoubtedly has as many enemies as friends among middle-class Spanish-Americans in New Mexico.

It is impossible also to generalize about degrees of discrimination which vary—from the border city high school where, less than two years ago, to speak Spanish in class meant detention, to other areas where study of the Spanish language and culture is compulsory after second grade.

The question of bilingual education is becoming a complicated one, and presently the Constitutional Convention, meeting in Santa Fe, is considering several proposals ranging from one which requests that "the Castilian Spanish language be given equal status with the English language in all matters and that bilingual education be provided for all children in the lower grades," to one worded "I oppose the inclusion of any provision such as now exists in the present constitution (Article 21, Section 4) which states 'and said schools shall always be conducted in English'."

Where do the public libraries of the Southwest fit into this picture? Well, I think we know many of the things that we should know. We understand that Spanish-American children must feel pride in their Hispanic heritage, and attain success in the Spanish language before they can be free to understand and achieve in what is still essentially "The Time of the Gringo."

We understand that materials must be provided in both Spanish and English that will not only reflect the Spanish heritage, but will be practical for adults with elementary reading skills. We are aware that simply stocking these materials is not the answer. We must have staff who will make a concerted effort in the area of programming and public relations to bring these children and adults into the mainstream of continuing education.

What are we doing in New Mexico for Spanish-Americans? I think it is fair to say that while librarians are concerned, many projects are just beginning to get off the ground.

In Albuquerque one hears of the Los Griegos Branch fiesta featuring folk dancing, storytelling, Mexican food, etc. Also, at the Albuquerque Public Library, in the planning stages, are neighborhood community library centers with paperbacks, storytelling, creative dramatics, film showings, and one-to-one reading and tutoring by volunteers. The library, with the assistance of a Sears Foundation Grant, will conduct a series of workshops next spring to train these volunteers. The project is part of and financed through the Model Cities project. The overall plan includes a materials center where organizations working with Spanish-Americans can select and order materials.

In Santa Fe a multifaceted program continues to go out to the people, with minibus services to neighborhoods, cooperation with a local Vista library, and traveling storytimes to neighborhood Headstart programs and parks in the summertime. Mr. James C. Cook, chairman of the Santa Fe Public Library Board, tells in an article in the Santa Fe New Mexican of one memorable day he spent on the minimobile, amazed by a variety of adventures but especially moved by "those book-hungry children who come running, running for more books. We can never forget it." The Santa Fe Public Library was also responsible, a few years ago, for beginning the first Community Adult Basic Education program. This project has since been taken over by the city schools with the impetus of federal funds for Adult Basic Education.

In Los Alamos housewife volunteers, who attended State Library sponsored workshops one winter in preparation, have completed their second summer of storytelling at bookmobile stops in remote northern Spanish villages.

This fall New Mexico is participating in "Project Every Library Board." This project, initiated by the American Library Trustee Association, asks each Public Library Board in the country to devote one board meeting to a discussion of ways in which the public library can serve all segments of the community. The State Library, in a series of five area meetings, is bringing librarians and trustees together to discuss the role of the trustee in library outreach, and ways in which public library services to the Spanish-American can be strengthened. Ideas and stimuli gained from the area meetings will be presented in a program meeting of the Public Library Division of the New Mexico Library Association next April.

From Texas to California, library programs reflect concern for the Spanish-American but there are, of course, vast differences in approach. A slight indication of the trends in each state may be summarized in the following items sent from state libraries. In Colorado, where it is estimated that less than 2 percent of the population do not speak English, programs are largely concerned with appreciation of the Hispano heritage, with development of self-identity as a group, and with provision for adequate educational opportunities. Last June Colorado State College at Greeley sponsored a U.S. Office of Education Institute on "A Multimedia Approach to Library Services for the Spanish Surnamed."

At Phoenix, Arizona, there was once a man, a librarian, who spoke Spanish and conducted storyhours, but he moved on, and this points up a problem that is prevalent throughout the Southwest—lack of bilingual personnel. In Arizona there have been myriad programs as in the border town of Nogales where 90–95 percent of the clientele is Mexican and children are described as "bright, responsive with innate courtesy" and "the language barrier is their only handicap." In Yuma a neighborhood branch library has been established in a disadvan-

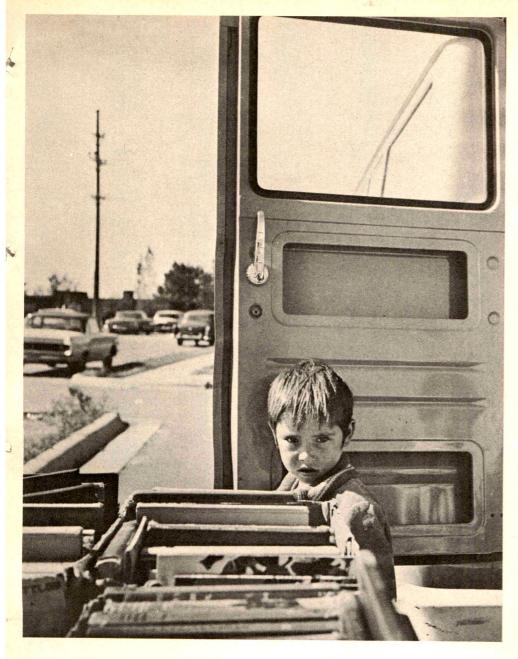
taged area with the help of a grant and great interagency cooperation. Other programs stress bilingual materials (often borrowed from the state library). The children's consultant reports that many schools in Arizona have placed emphasis on bilingual library programs, therefore, public libraries, feeling the pinch of budget and personnel shortage, are putting emphasis elsewhere.

Farther west in California, one finds, as well as smaller projects, more sophisticated and well-publicized programs in communities like Oakland and Los Angeles where, with the impetus of Title I LSCA funds, libraries have achieved great success in working with other agencies and Spanish organizations. This has been done by participating in fiestas and other events of cultural interest, in utilizing bilingual personnel, in encouraging (through scholarships) Spanish-Americans to enter the field

of librarianship, and in stimulating the publication of Spanish language materials. These exciting programs have captured the imagination of librarians across the country.

Like the other southwestern states, Texas libraries are working in various ways to promote library service to Spanish-Americans. In Houston the library participates in the Festival Mexicano and has presented a pageant on Mexican History. El Paso now has a colorful new bilingual branch where Spanish and English books are interfiled and the staff is completely bilingual. On the other hand, Corpus Christi reports that at their bookmobile project in core areas, staff quickly learned enough Spanish to fill out applications and to help in choosing books, and the language barrier is no real problem. The Corpus Christi project which began as part of the community action program interfiles all material for adults and





children. Last July, in Texas, a Pilot Cultural Service Center was established at Laredo (with a sister project at Mexicali) as a joint effort with Mexico. A bookmobile-type operation, supplementing local library activities, but also including other community services, is serving citizens on both sides of the border. This program is under the general direction of the Mexican American Border Commission for Friendship, and it will be interesting to see if and how other international projects develop.

To try to suggest the degree of impact a neighborhood library or a library outreach program may have, let me tell you about Sandra, a patron of the Vista Alto Street library in Santa Fe. Sandra stands out, not because she is exceptionally bright, but

because she is in about the right grade for her age. Sandra is ten years old. She has big brown eyes, loves to talk, and makes friends easily. When she was born her mother was sixteen and didn't want her, so her grandmother is bringing her up and has adopted her. Twenty-five people live in Sandra's four-room house in the "Land of Enchantment." Although the Public Library is less than ten blocks from her home, she has never visited it; in fact she did not know it existed. until one day the minimobile librarian gave her a ride to the library. Later came a real event. Children's author Carolyn Haywood visited the public library, and several children from the Vista library were taken down for the program. After visiting the library and listening to Miss Haywood, Sandra

switched from picture books to the Betsy and Little Eddie books. Her favorite book all year? Rabbit Hill.

Last year at Kansas City Dr. Noble spoke so eloquently to us of a dream of libraries "Where the lights in the slums are never dimmed . . . and a poor soul could come in out of the cold and rain and rest his feet and read — or just reflect." Certainly, Arthur must have found the little Alto Street Library had some of these qualities. Arthur is a seventh grade dropout. His mother's boyfriend kicked him out of his home, and he lives now at the homes of friends. All efforts to make him stay in school have failed. He comes to the library almost every day and reads (about third grade level)—really concentrates for about two hours. When it is time for school to be out, he leaves. One always wonders where he goes.

Then there is Fernando, the lively one. He was five and would come every day and show off a little bit but never display any interest in the books or stories. One day there was a volunteer with a delightful British accent that fascinated him. He climbed on her lap and listened to five straight stories, and now he'll sit for hours and listen if someone will read.

When the basic adult education program was begun at the Santa Fe Public Library, an article featuring a young couple who had preregistered appeared on the front page of the local newspaper. It was announced that registration would be held at the public library that evening. It was a memorable night for the library staff as more than four hundred adults, aged eighteen to seventy, took over all available space in the library and overflowed outside on the steps and sidewalk to register for night classes! Two years later a neighbor and friend had the thrill of receiving her High School Equivalency Diploma just a few weeks before her son and daughter graduated from Santa Fe High School.

Last month I visited the Taos Indian Pueblo Headstart Program where I was entranced by a most beautiful introduction to picture books in a class for three and four year olds. During the storytime the teacher at one end of the room told the story in English while at the other end of the room her associate told the same story in Tewa, official language of the pueblo, though many speak Spanish also. The children were free to listen to either story, or even wander back

and forth. It was beautifully done, and both groups of children were spellbound. The story? Caps for Sale. It seemed an idea worth adapting for library storytimes.

A year ago, along with many young people from all sections of the country (Spanish-Americans, Indians, and Blacks), with social workers, church group leaders, and with OEO and CAP personnel representing all types of social agencies working with youth, I attended a National Conference of Christians and Jews five-day conference on "The Effects of Discrimination on Youth." During this week of great articulation by these young adults, I was literally shocked to find that not one of these people (adult or student) thought of the library as a source for program ideas, as a possible place to hold meetings, or an agency that might actually be useful in their work. In fact, none of the participants could recall using the public library in this way. We have a great deal to do locally in terms of relating to other community projects, in letting go a little of ourselves to provide realistic help to other community agencies.

I am certain you have all read Mr. Erwin Gaines' remarks in the January 1969 Library Quarterly in which he said that "As a social agency the library has many disabilities and these disabilities may be fatal to the entire public library movement if they continue to receive major shares of the library budget and staff attention." These remarks, favorably editorialized upon in Library Journal (April 15, 1969) indicate that libraries have tried and failed in this area and must move on to other things. In actual fact, libraries have not used large quantities of staff time and budget for these programs. The 1968 study on "Library Service to the Disadvantaged," based on the results of questionnaires sent to over two thousand public libraries indicates that a very small proportion of public libraries are participating in programs for the disadvantaged, and even these are not spending vast quantities of staff time and budget.

The report further showed that almost without exception, libraries that have no programs for the disadvantaged, have not applied for state or federal grants. Conversely, many libraries are carrying on small programs without federal or state aid. These findings, it would seem, have great significance for public library

administrators and trustees not only in the Southwest, but also across the country.

The feeble efforts put forth by libraries thus far will be abortive if funds are not provided for a community-oriented librarian and staff, and ways found by the trustees to provide a favorable climate for library outreach.

There are some positive directions the library profession can take in the Southwest to come to grips with the problem of providing relevent library service for Spanish-Americans.

- 1. A real effort should be made in the area of recruitment of Spanish-Americans and bilingual librarians not only on the local level, but with support from the state library through LSCA or state funds. California is the only state which provides scholarships for this group, and New Mexico, for example, has not one Spanish-American director of a public library, and there are only a handful of professionally trained Spanish-American librarians in the entire Southwest.
- 2. Greater effort on the part of state library agencies to provide consultant service to advise public libraries wishing to initiate programs. The 1968 study cited above showed that most public libraries did not have staff qualified to plan, initiate, and evaluate programs for the disadvantaged. Whether or not a new title or the suggested addition to Title I is authorized by Congress, greater emphasis should be placed by state agencies on the use of Title I funds to provide grants and incentives to local public libraries in setting up demonstrations of imaginative service to nonusers.
- 3. Presently, only a few library schools across the country have courses on working with the disadvantaged. In the Southwest a few schools have sponsored institutes (University of Oklahoma, Colorado State, UCLA, Our Lady of the Lake College) on working with the disadvantaged. However, there is still no library school which undertakes to give real background and training in-service to Spanish-Americans, Indians, or any other minority group. A southwestern school offering specialization in service to the disadvantaged, i.e., a people oriented library school, might well encourage likeminded young college graduates to enter the field.

These three suggestions are rather broad in scope and certainly not immediate solutions. There are some specific ways of beginning that even the smallest library might try. For example: The 1968 survey noted that a very small proportion of programs planned (about 4 percent) were for teen-agers—yet we are all aware, even if we haven't read the Kerner Report, that this is the age group we must reach. In Denver the schools have Latin American Clubs. It sounds like an even better idea for libraries.

At club meetings teen-agers could listen to records, practice their Spanish, identify with Spanish-American guest speakers, watch movies, and discuss books on the Hispanic heritage—away from the formal atmosphere of school. Any young adult librarian who has ever had a teen-age discussion group will recognize this as the kind of program that will attract both the achievers and the nonachievers, both the Anglos and the Spanish.

There are hundreds of preschool day care centers operated or subsidized by state welfare agencies in towns throughout the Southwest. In New Mexico it is estimated that about 75 percent of the children in these centers are Spanish-American. What books, records, tapes, and film strips are available to them? Who selects these materials? Could the staff use a short course in storytelling? What can a local library do to help? Chances are, quite a bit. And with the trend toward increasing the numbers of improved day care centers, enabling welfare mothers to go to work, we are challenged to provide real library service to children who most need it during the crucial years from two to

In the light of our experiences in New Mexico and reports from other southwestern states, we feel we are just getting started in providing real library service to Spanish-Americans and the agencies that serve them. We must take a little longer to experiment before the library profession may give up the idea that social responsibility is not for libraries.

It has been my experience that (to freely translate President Kennedy's belief that one man can make a difference) one small project *can* make a difference, and every library and every librarian should try.

We know that Spanish-Americans have felt the pain of discrimination but we also know that progress is being made, that times are changing. A young Spanish girl named Olivia

expresses it this way:

To discover after all these years,
That I don't love myself.
That all these years I've been looking
At myself through Gavacho eyes . . .
Judging, condemning
Damn, I was a racist against myself.
I hated myself because I'm me,
No more, Gavacho, no more,
I'm brown, I'm beautiful
I'm a Chicano . . .

BIBLIOGRAPHY

Burma, John H. and Williams, David E. An Economic, Social and Educational Survey of Rio Arriba and Taos Counties. Prepared for Northern New Mexico College, 1959.

California State Department of Education. Prospectus for Equitable Educational Opportunities for Spanish Speaking Children. Paper. Prepared by Mexican-American Education Research Project (John Plakos, coordinator), 1967.

Casavantes, Edward J. A New Look at the Attributes of the Mexican American. Southwestern Cooperative Educational Laboratory, 1969.

El Grito del Norte. Espanola, New Mexico, March 29, 1969.

Heller, Celia S. Mexican American Youth: Forgotten Youth at the Crossroads. Random, 1966.

Jenkinson, Michael. *Tijerina*. Paper. Paisano Press. 1968.

Landes, Ruth. Latin Americans of the Southwest. McGraw, 1965.

Library Service to the Disadvantaged. A study based on responses to questionnaires from public libraries serving populations of over 15,000. American Library Association, 1969.

Madsen, William. The Mexican Americans of South Texas. New York: Holt, Rinehart, and Winston, 1964.

Mexican-American Study Project. Division of Research, School of Business Administration, University of California. Preliminary sociological series of reports on various aspects of the Mexican-American culture: Gonzalez, Nanci. The Spanish Americans of New Mexico: A Distinctive Heritage. 1967; Grebler, Leo. The Schooling Gap: Signs of Progress. Advance Report 7, 1967; Nittlebach, Frank G. and Marshall, Grace. The Burden of Poverty. Advance Report 5, 1966; Moore, Joan W. and others. Residential Segregation in the Urban Southwest. Advance Report 4, 1966.

Murphy, John A. "Corpus Christi's Community Action Program, The Library's Role." *Texas Libraries*. Summer 1968, pp. 71–81.

McWilliams, Carey. North From Mexico. Lippincott, 1949 (o.p.).

BAKER & TAYLOR OFFERS YOU MORE TO SERVE YOU BETTER

- 5,000,000 books in 4 regional warehouses.
- 120,000 titles (soon to be 200,000).
- Fastest, most complete first shipment service.
- University Press books—largest inventory.
- Liberal discounts based on library requirements.
- Cataloging and processing, only 60¢ additional per book — Over 50,000 titles for grades K-12.
- Catalogs available for elementary and secondary school title selection.

NEW SERVICES FROM BAKER & TAYLOR

New Books Preview Bulletin, a new publication, brings librarians professionally prepared previews of outstanding new adult and children's books, and the opportunity to order them at least a month before publication.

BATTAB (Baker & Taylor's Automated Buying) is a newly-developed computerized book ordering system for libraries, enabling librarians to automate any or all of a library's book ordering operations.

University & College Library New-Book Service is an automatic, comprehensive new-book standing order service designed to meet the needs of academic libraries.

THE BAKER & TAYLOR CO. Oldest and Largest Book Wholesaler in the U.S.

Eastern Division Somerville, N.J. 08876 50 Kirby Avenue Telephone: 201-722-8000 N.Y. City Tel: 212-227-8470 Midwest & Southern Div. Momence, III. 60954 Telephone: 815-472-2444 Chicago Tel: 312-346-4074 Western Division Reno, Nev. 89502 380 Edison Way Telephone: 702-786-6700

Interstate Library Service Co. (A subsidiary) Oklahoma City, Okla. 73118 4600 North Cooper Telephone: 405-525-6561

NEW BOOKS INSPECTION CENTERS:

Los Angeles, Calif. 90036, 5820 Wilshire Blvd., Telephone: 213-938-2925
Houston, Tex. 77019, 1701 West Gray Street, Telephone: 713-524-6411
Boston, Mass. (vicinity), 372 Main Street, Watertown, Mass. 02172, Telephone: 617-924-7522



Pitt, Leonard. The Decline of the Californios. University of California Press, 1966.

Potter, Beatrix. Pedrin El Conejo Travieso. Warne, n.d.

Rubel, Arthur J. Across the Tracks: Mexican Americans in a Texas City. Hogg Foundation for Mental Health. Austin: University of Texas Press, 1966. Samora, Julian. La Raza: Forgotten Americans. University of Notre Dame, 1966.

Sanchez, George I. Forgotten People: A Study of New Mexicans. Horn & Wallace, 1967.

Urbanization in the Southwest. A symposium edited by Clyde J. Wingfield. Public Affairs Series, No. 1. Texas Western University Press, 1968.

Valencia, Atilano A. Identification and Assessment of Educational and Community Programs for Spanish Speaking People with Recommendations for Dissemination. Southwest Cooperative Educational Laboratory, 1969.

Bilingual/Bicultural Education: A Perspective Model in Multicultural America.
Southwestern Cooperative Educational Laboratory, 1969.

CAN THIS ENCYCLOPEDIA ICONOCLAST BE SAVED?

Maybe.

Let's look at the facts.

Like most Encyclopedia Iconoclasts, this one would rather do a thing than read about it. How it works, that's what she wants to know. Much more than why it works.

That's why she lumps all reference sets into one category. And states categorically that none of them are for her.

She's wrong.

There's one encyclopedia that was created expressly for her.

The one encyclopedia that gets down to practical how-to-do-it information every time. Like how to make-up, prune a tree, or print your own newspaper.

The one encyclopedia that talks turkey instead of talking theory.

The one encyclopedia that gives her good, honest, useable career guides. That guide.

The one encyclopedia with study guides that get less studious students to study more.

This one.



Encyclopedia International. It turns on turned-off kids.



QUALITY LIBRARIANSHIP

THE DAY

AFTER

TOMORROW

BY

JOSEPH Z. NITECKI

As an administrator of a division in a university library, I am constantly searching for the minimal professional qualifications required of new appointees to properly do the job. As a shareholder who invested his hopes in librarianship, I am wondering about the optimal qualities one could expect from the graduates of library schools.

My remarks are personal, subjective, and most probably, impractical. The concern expressed might, however, be shared by other librarians. The public enunciation of such individual sentiments may, or may not, influence the impersonal enactments of the library establishment. This, by itself, does not matter. All one can expect from the confrontation between the ideas inherited in the pragmatism of library politics and the idealism of library philosophy is a reevaluation of expectations. Knowing where we go, and at what cost, will reduce our disappointment on reaching the destination. And naturally, the simplest way to find out what the whole thing is about is to ask questions.

What are the main issues in the education for librarianship? The answer will depend on who is answering the question. Asheim is concerned about professionalism. To him the main issue is "the establishment and maintenance of standards and norms governing the preparation of people who work at any level of libraries."1 To others, the answer is suggested in terms of needs, which, according to a 1964 prediction, will reach in 1974 a shortage of a thousand professional librarians in Wisconsin alone. Various policy formulating institutions seek the answer in regional or state-wide systems of library education.

On the other hand, the emerging generation of young librarians view the whole problem in moral terms of social involvement. To them the education for librarianship should be equated with the enlightenment of the librarian-citizen. The new frontiers of librarianship expand far beyond the quiet reading rooms of yesterdays into the turbulent world of confronta-

tion, forcing a replacement of a "bookloving" quiescence by a deeply felt "commitment."

None of the above approaches alone, nor all combined together, can satisfactorily designate priorities among the issues created by the shortages of librarians. One can, however, identify at least three major types of problems besieging the field of library personnel. One is the problem of quality of education and training in the various subdivisions of librarianship. The second is the quantitative measurement of manpower needs, studied in terms of the economics of library operations. The last problem is in the expediency of implementing the most efficient policy to cope with the problems.

How does one educate a professional librarian? Roy Stokes describes a method that should not, but is most certainly used by some library schools.2 He draws the analogy to the trading-stamp mentality of the existing system: so many stamps for so many courses, and a degree in exchange for the course-book duly filled with credit stamps. Raynard C. Swank discusses the graduate level of professional education;3 Don R. Swanson elevates graduate standing to the advanced region of intellectual competence.4 Thus emerges a concept of highly specialized librarian, capable of initiating the changes and leading others toward more sophisticated ground of librarianship. The Maryland proposal, on the other hand, is concerned with the alarming shortage and suggests a solution in liberalizing the rigid requirements for the degree, concentrating on the undergraduate level of library education. Ralph Blasingame wonders about the value of such an approach, asking whether it stands for "Signposts to Disaster or

Road to Utopia?", and unfortunately he is not too optimistic.

Indeed, how much of the formal education offered today is in the theory and how much in the practice of librarianship? How many of the new graduates from library schools need additional on-the-job training, and how many are ready to perform right from start? How many are capable of integrating newly gained experiences into the concepts of librarianship grasped in their graduate studies? What is the relationship between the objectives defined in the library school catalogs and the actually enforced requirements? Is it unfair to say that some library school catalogs read like Sears catalogs, and their products are as good as hot-offthe-line products of mass production? Does the admission to the graduate school reflect a school's selection policies, or is it based on the student's election to enroll for his personal, not necessarily professionally motivated, reasons? How many, if any, of the entering library students select the field of librarianship by a process of elimination in search for the easiest and fastest degree?

What is the economics in the management of the available manpower? Do we need more library schools in any particular state? Frank L. Schicks' statistics relate the number of schools to the population of the state; and the pairing of these data may surprise some local champions for the expansion of regional library education.7 Leon Carnovsky urges a definition of the needs for the trained personnel in terms of functions that have to be performed and not in terms of vacant boxes on the organizational charts of library dreamers.8 Many libraries can be run more efficiently by revising their procedures. Many of the procedures can be modified by new technology. We are living in a period of fast changes, constantly reshuffling the tasks to be performed and redefining the staff to perform

Economics is always activated by crisis situations. Whenever the familiar supply-demand curves do not

meet each other at the desirable point, a panic button is pressed and a frantic search for additional manpower is on.

What is the distinction between the real, actual, and projected needs for librarians? How many of the present openings could be amalgamated, fused, and diffused by streamlining the flow of operations? How much of the present demand for new librarians is for specialists, and how much for general practitioners? Is the demand particularly critical for specialists classified by subjects (e.g., music librarians), by function (e.g., reference librarians), or by institution (e.g., school librarians)? Is the supply low nationally, locally, or both?

It might be more economical, although less appealing politically, to limit the education of professional librarians to one or two major universities in the region and concentrate on training the paraprofessional librarians and technical library assistants in the local institutions. A limited number of graduate programs would allow for a better use of faculty and facilities; its national base of distribution would produce less in-breeding and parochialism among librarians. The training of the supporting staff locally, on the other hand, would be more adaptable to local needs. The filers, circulation assistants, even the typists and key punch operators seek employment locally. Recruitments in the community increase the library's involvement in local affairs.

The strength of the profession is, of course, partly determined by the economic benefits offered. The standardization of salaries proportional to education, experience, and professionalism would counteract Gresham's Law. Promotion opportunities in the library and retirement benefits would improve the retention ratio within the library. But perhaps a more important factor in the library personnel crisis is the frustration created by the type of work performed in the library. Some people like it, others don't. The most effective remedy for frustration is perhaps a proper matching of the employees with the tasks to be performed. Attracting new employees by sky-high promises and even higher salaries is really a new form of slavery. One can buy the bodies but not the initiative, dedication, and productive talent.

What is the most expedient method in overcoming the national shortage of librarians? The effectiveness of any master plan will depend on the quality of education. A mere increase in the number of library staff will not do. The quality, on the other hand, can not be had cheaply. Numerical mismanagement can lead to overproduction. Some English librarians are already anticipating the unemployment of librarians in their country by the early seventies.

The library of today needs a few imaginative, well-educated leaders and a much larger number of dedicated, thoroughly trained technicians. This order of professional needs is irreversible. It is, I think, common knowledge that poor-quality librarians are in plentiful supply, easy to recruit, and unusually difficult to replace by better librarians. They grow into the library system along with the moss growing on the walls of the aging library buildings. After a while they become a new species, a generation of moss-backs.

It is a high-quality librarian that is and always was in short supply. He is the object of recruitment, and his retention depends on the professional challenge offered by the assignments in the library.

As librarians, we can look forward to our own retirement in the far distance with the pride of achievement, or in deep-seated disappointment at our wasted years. We can now influence the inevitable future by paying more attention to the ways we ourselves expand our profession. After all, the selection of candidates for the library profession, screening interns on probational assignments, promotions, recommendations, and encouragement today, determine the kind of librarianship we will have the day after tomorrow.

NOTES

¹ Lester Asheim, "Education and Manpower for Librarianship," *ALA Bulletin* 62 (October 1968): 1096.

² Roy Stokes, "The Trading Stamp Mentality," *Library Journal* 92 (October 15, 1967): 3595-3600.

³ Raynard C. Swank, "The Graduate Library School Curriculum," *Problems of Library School Administration; Report of an Institute, April 14-15, 1965* (Working Paper no. 3) (U.S. Department of Health, Education, and Welfare. Office of Education): 20-27.

⁴ Don R. Swanson, "The Graduate School and a Second Look at the Shape of Things To Come" (University of Chicago Graduate Library School) *Bulletin* 30 (February 1966): 1-2.

⁵ "Minimum Professional Personnel

and Staffing Standards for Maryland's Public Library System: a Proposal," Library Journal 93 (October 15, 1968): 3747.

⁶ Ralph Blasingame, Jr., "Signposts to Disaster or Road to Utopia?" *Library Journal* 94 (February 15, 1969): 715-18.

⁷ Frank L. Schick, ed., North American Library Education Directory & Statistics, 1966-68 (Chicago: American Library Association, 1968).

8 Leon Carnovsky, "Changing Patterns in Librarianship: Implications for Library Education," Wilson Library Bulletin 41 (January 1967): 481-91.

Chiang's New Model—Price \$54.50 Catalog Card Duplicator

Important improvements achieved from wide experience, assure to produce high quality catalog cards, with enlarged space good also for printing post-card, book card, book pocket, address, etc.

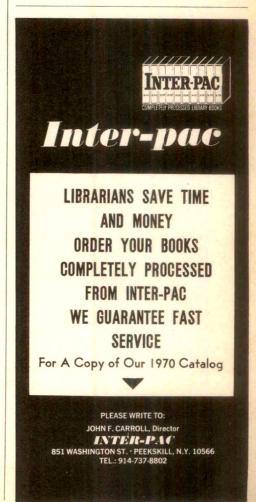
Plus new features in stencil and new ink to dry in 10 minutes.

Patented • Performance Guaranteed • Order "On Approval" Invited

Order now directly from the Inventor:

Chiang Small Duplicators

53100 Juniper Road South Bend, Indiana 46637



Because you can't take a book out of the Newberry...

...we're bringing Newberry's great collections to you!

Great research libraries like Chicago's Newberry cannot allow their materials to be taken beyond their doors. And not everyone who needs the Newberry's collections can visit or spend the necessary hours there.

Realizing this, as well as feeling the demand for their materials, the Newberry began working with Bell & Howell's Micro Photo Division, putting certain rare and research collections into microform. The result: Micro Photo now offers scholars many of the Newberry's outstanding materials.

Collections of the Newberry on microfilm... one more way that we — as micropublishers

— realize our on-going goal: to acquire, organize and disseminate all significant information from qualified sources. Our commitment to scholars is total.

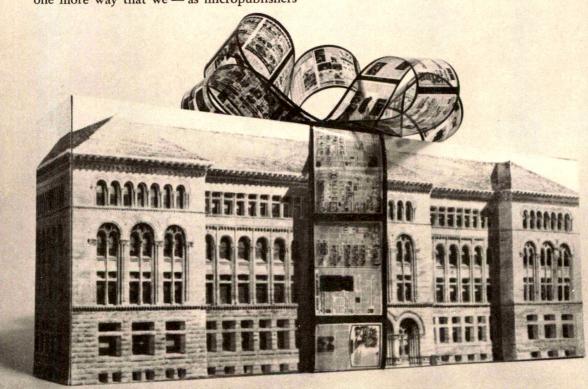
The Micropublishers

MICRO PHOTO DIVISION

Drawer "E" Old Mansfield Rd.,

Wooster, Ohio 44691

BELL & HOWELL



Libraries in the Therapeutic Society

Services to the Senior Citizen

MURIEL C. JAVELIN

Part of a series edited for American Libraries by Genevieve Casey, Associate Professor, Library Science, Wayne State University.

How often do we pause to ask ourselves whom we are really talking about when we speak of the senior citizen? Ollie Randall, the founder of the National Council on the Aging, has divided the older segment of our population into three groups—the youngold, who are in the sixty to seventy-five year brackets; the middle-aged old from seventy-five to eighty-five or even ninety; and the old-old from ninety to one hundred.

There are over nineteen million people sixty-five years of age and over in the United States who may or may not be retired. Very many of them remain active and informed throughout their lives. They represent, according to William Fitch, executive director, National Council on the Aging, over 17 percent of all eligible voters in this country; they account for a forty billion dollar a year market. Their total number is increasing at the rate of more than one thousand a day.

Public libraries have always served the senior citizen, but it was not until the late forties and early fifties that first Cleveland, shortly thereafter Boston, and soon many other libraries began to plan special programs for the senior citizen—with the thought that nineteen to ninety was too wide an age span for effective library service.

To quote from Miss Randall who asked at a recent conference, "Have social workers and ... some librarians rationalized a disinclination to work with older people by saying 'they are

just people and must be treated as people'? It is true they are people, but at the same time we should recognize, as does the Adult Services Division of ALA, that the senior citizens are people with some special social, psychological, economic, and biological needs resulting from the process of aging, and that libraries have a responsibility and a concern for helping to meet these needs."

One way in which the library helps to meet these needs of the senior citizen is by providing special materials and special programs. This special attention to senior citizens is necessary because, except for the senile and the near senile, senior citizens have as wide a variety of reading interests as do people in their younger years. Many people are mentally alert at eighty or ninety. They may not think as quickly but they certainly do think. If they were readers in their younger days, they will read during their later years.

Actually, very few studies have been made of the reading interests of senior citizens. However, one such survey was made by the Boston Public Library in 1967. It was found that mysteries, light romantic novels, and biography headed the list, followed by recent fiction, nature and animal stories, and travel adventures. Westerns, art, and music were of less interest. What seemed surprising was the fact that humor and religion were at the end of the interest list-as were poetry, the classics, current events, and politics. Nor were the senior citizens in Boston particularly interested in reading in the field of science fiction, sports, science, or psychology.

Philip Ennis, formerly with National Opinion Research in Chicago, in a report on "Adult Reading in the United States" pointed out that fully half of the adults with only an elementary school education read neither books nor magazines, and only 20 percent read both. He further observed that people seem to read fewer books as they grow older, although their use of magazines remains virtually unchanged.

In the Spring 1968 issue of the Adult Services Newsletter an item on the "Educational Attainment of the Older Population" (reprinted from the National Council on the Aging's Centers for Older People Newsletter) pointed out that, on the average, persons aged sixty-five and over are not as well educated as their younger counterparts. Whereas half of the younger group graduated from high school, half of the older group never went beyond elementary school. I would add that it is not unusual, however, to find an older person with but little formal education who has educated himself through his reading.

In ten to fifteen years the present forty-five to fifty-five year age group will enter the sixty-five-plus group. In the long-range outlook, a greater number of our senior citizens may be expected to be users of our libraries as the educational level is raised.

Until recent years, senior citizens with eye difficulties, who were not legally blind, had no opportunity for reading. To Keith Jennison should go the laurels for the first large-type books for the general reader in the country. At first some libraries hesitated to add these books, but today

they are in general use across the country. A number of other companies have since entered the large-type publishing field.

Probably the largest single collection of large-type books is to be found in the Donnell Library Center of the New York Public Library. In the late fall of 1966 this library received an LSCA grant for a one-year project later extended—to provide large-type books in quantity. One problem the Donnell Library has noted is the difficulty of reaching the potential reader. There is no single way of identifying and contacting the persons with failing eyesight. They learn about the books through a friend or a relative, or they hear about them on the radio or TV or through the newspaper. Also subway cards have been used in New York to publicize the program. Many libraries publicize these books by including them on attractive lists printed in large type.

In Nassau County, the county executive became interested in large-type books and wrote a personally signed letter to all the county nursing homes urging them to go to their local libraries for the books. Through the Nassau Library System's Service Center, we are able to send special deposits of books to the member libraries for use in the nursing homes. Large-type books are, of course, used by all age levels but are particularly appreciated by the senior citizens.

With the change in the law, making talking books available to persons with eye difficulties who cannot read ordinary print—rather than just the legally blind—and to persons with physical handicaps who cannot handle the ordinary book, public libraries now have an additional opportunity for service to the senior citizen. As you know, librarians can now certify a person as eligible for this service.

As an experiment, the Nassau Library System, in cooperation with the New York Public Library for the Blind and Physically Handicapped, set up a talking book service last September. We have a collection of recorded books and machines at the service center. Thus we can serve the patron directly through the member libraries. To launch this service, we invited representatives from some fifty agencies, organizations, and institutions to attend a meeting at the service center. The response to this meeting was excellent. In addition to talking book registration forms distributed by our libraries, well over one thousand registration blanks have been distributed by organizations, agencies, and the optometrists. The public health nurses and home-visiting social workers keep us busy filling new requests. It has been an exciting experience for all of us and it has given us an additional opportunity to work with our hospitals and nursing homes. The service is for all ages, but it is of particular service to the senior citizen. The mailing service gets the book to the individual. However, the weakness in this is the lack of personal communication. When the service is given through the local library, a staff member delivers the machine, or the patron or a member of his family comes to the library. The patron thus feels a part of the library community.

We have many readers in their eighties and nineties. One gentleman of ninety-five wrote, "Please send me books on politics, on President Kennedy, and a few historical novels, no other fiction."

Besides recorded books and machines, tapes are also available for those who own tape recorders. The Library of Congress Division for the Blind and Physically Handicapped works continually on new developments. One of these is the development of machines using Norelco cartridges.

In planning new library buildings, entry access and interior features should be such as to facilitate use by the senior citizens as well as by the infirm and handicapped. However, if the senior citizen cannot come to the library, the library more and more is going to the senior citizen. Many libraries offer shut-in service. Where the library staff is too small to provide this service. Boy Scouts or other volunteers deliver books to individuals in their homes. Weekly visits are made to nursing homes in other areas. It is essential that if a library starts such a service it be continued on a regular basis. Senior citizens grow to look forward to it as one of the brightest aspects of their lives. The St. Louis, Milwaukee, and Providence Public Libraries have had grants to develop special bookmobile projects for senior citizens.

The Milwaukee Project also includes a training program for senior citizens on the use of the library, as well as training for work on the bookmobile and on library projects. The St. Louis Program takes special book carts into dwelling units of senior citizens within housing complexes, private homes for senior citizens, and public institutions for the elderly, chronically ill, and disabled.

Along with these special materials, the library provides special programs appropriate to the needs of the senior citizen. With the great increase in senior centers, library programming may not be as essential in some areas as it has been in the past. However, the emphasis in most senior center programs with which I am familiar is on arts and crafts and social entertainment. There is still a need for the library group.

Other library programs for older people include health education, education to enrich the outlook and interests of senior citizens, occupational education, and other related services designed to help older people to discover and develop their capabilities, and to enhance the value of their potential contribution to society.

The Boston Never Too Late Group was organized in 1950. The initial invitation read:

The program will include discussions of changing conditions in the changing world, new opportunities available to older people for service, employment, and civic usefulness, and other topics of particular interest to older people. There will be frequent film showings, book talks, and lectures by prominent speakers. The entire program is planned to have special appeal for the mentally alert older person.

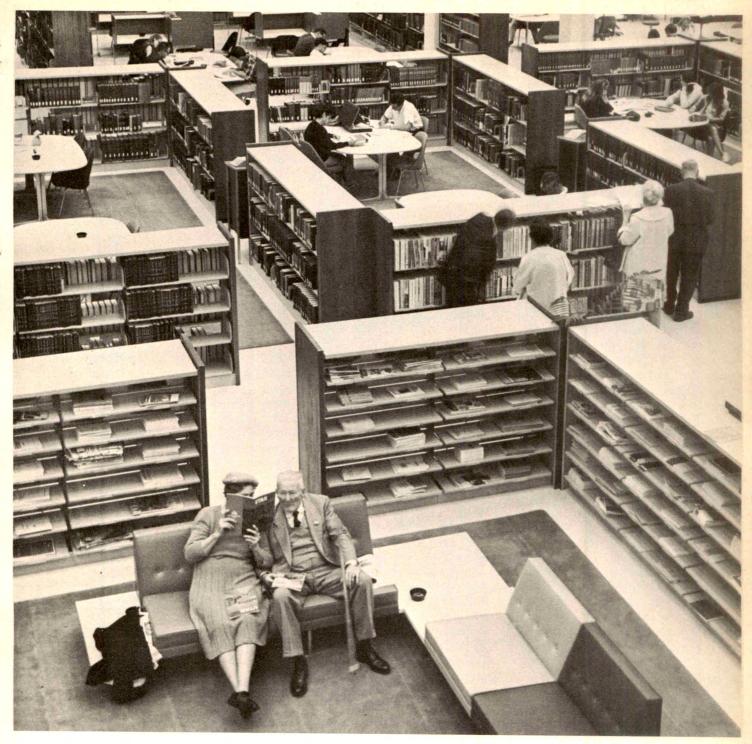
The program is now in its eighteenth year and the meetings have continued on the same level.

In his proclamation designating the month of May 1968 as Senior Citizens Month, President Johnson said:

Our goal must be to give each man and woman the opportunity to make his years of retirement also years of accomplishment and meaning, good health and economic security.

Perhaps the greatest need of aging is the need to know that one's contributions are still valued. In a society where youth is so highly prized, older men and women need to know that their wisdom and experience are also important to their fellow citizens. Their contributions are one of our nation's most valuable assets—a resource that should be celebrated by every generation of Americans.

The Never Too Late Group, the Live Long and Like It Group of Cleveland,



Courtesy of University of California, San Diego

and other similar groups do just that. Members are frequently involved in the programs. They serve on the planning committee or as hosts and hostesses; they introduce speakers; they participate in the programs.

Once a year, for example, the Boston group has an original writings program. In May 1968, one member wrote in part:

Several years ago I read and heard a lot about preparing for the "golden years," and how life begins at forty. Advice and panaceas were unending. While never picturing myself as retired, I thought it would be a good idea to start preparing. Just in case.

I owned and operated my own beauty salon. I had two daughters to raise and educate. . . I have always enjoyed doing things with my hands. I took courses in ceramics, sculpturing, textile painting. Collage and embroidery and crocheting I had done since I was a child. It seemed that I never had enough time to give to these hobbies, and I hoped for the day when I would.

How little did I realize that when the time did come, as it did the beginning of this year, I would have a sense of loss. I missed the routine of steady employment and I missed being with people. The acceptance of this episode

of my life and the adjustment of it were painful. I became housebound, and refused to go out. I became sorry for myself. I became depressed.

Then one day I realized that this could not go on. I read about the Never Too Late group, and joined it. I enjoyed the 60-Plus Fiesta at Horticultural Hall and am looking forward to next year's show. I go to museums and to demonstrations in Arts and Crafts. The people I meet are very interesting and creative. We exchange ideas, and this is great fun. The way to meet the challenge of the retirement years is to keep busy and interested in what is going on. . . .

Besides these programs, which provide the senior citizen with an opportunity for written creative expression, there are also opportunities for verbal expression. The library provides discussion groups for the senior citizen, both in the library and in cooperation with senior centers. In evaluating a Great Decisions discussion group the participants were asked if they would have preferred to be in a group which included younger people. They said no. They liked young people, but it was good to have an opportunity to exchange ideas with people of their own age who had the same long span of experience. And furthermore, they added, young people think faster than we do. They might well dominate the discussion without meaning to do so. Do older people continue to learn? They most certainly do. Members of the Great Decisions discussion programs have remarked they now read news articles they formerly skipped because the names of formerly unfamiliar places now have meaning.

Eight years ago library book service for the senior citizens group was started in Westbury, New York. Handcarried loads of books were selected to appeal to all tastes and taken several blocks from the library to the group's meeting place. At first there was little interest, but each week the librarian chatted briefly about each book and as more and more senior citizens gathered to listen, more books were circulated. Gradually the members began to comment on the books they had read. They began to ask for books on special subjects—one on shady plants, one on diets. One person remarked, "You know I'm reading books instead of magazines." From these informal meetings a discussion group developed which has continued over the years. The leader says, "There is no need to follow special senior citizen booklists. These people have carried into seniority varied tastes, reading habits, and desire for growth. She adds, "In working with such a group the rewards are great because you also become part of this growth."

Frequently in programming for senior citizens, the library uses films, which are often followed by discussion. Although some senior citizens prefer film discussion groups comprised of their peer group, many also enjoy the opportunity of exchanging ideas with other age groups.

A unique program was based on the film Life with Grandpa. A panel of

high school freshmen and sophomores from the debating team of one of the high schools discussed the problems of old age from their points of view and the senior citizens discussed the problem as they saw it. The senior citizens were delighted with the young people who made an outstanding presentation. One of the senior citizens was heard to remark, "I didn't know modern young people had so much common sense." As for the young people, they thoroughly enjoyed the meeting and said afterwards that they didn't realize older people had so much pep and enthusiasm and were so intelligent. "They asked such good questions, and they speak so well," they commented.

Some libraries have already developed programs under the Older Americans Act, which in 1965 created an Administration on Aging within the U.S. Department of Health, Education, and Welfare. Basic to all legislation and each program is the desire to involve older persons and to make constructive use of their time and ability. Poughkeepsie, New York, is one of the libraries which received such a grant to bring the senior citizens to the library for special interest programs.

At one time libraries in several areas were concerned with preretirement service. Workshops and special programs were planned with industry and agencies. In recent years there seems to be a dropping off of these programs—at least there is less in the library literature concerning preretirement.

There may well be a need for more preretirement counseling. Many large industrial concerns now have such a program; a few do not. Small industry generally does not because of the cost or because each small industry has too few employees to make such a program effective or worthwhile.

The firms that do have a preretirement program often cover in their "courses" the financial aspects—Social Security benefits, company or industry pensions, investments, banking services, and various coverages. Frequently they overlook the social or psychological factors and how a person should plan for occupying his time. Few deal with the need for, or availability of, part-time volunteer work in many agencies. Few, if any, emphasize the availability of adult education courses. (It should be remembered also that there are large

numbers of people, such as the housewives and the self-employed, who do not have an opportunity to participate in preretirement counseling.) Someone in the community should fill in the gap. The local libraries should revitalize their special interest programs concerned with preretirement counseling.

The library works with other institutions and groups concerned with the senior citizen. As long ago as 1959, Senator Thomas Desmond of New York State said, "Whether the library is leader or follower, depending upon the type and location of the community it services, it is important that the library staff join with other groups in planning and carrying out programs for the elderly."

This past fall the Nassau Community College in New York State, under a Title I grant, offered a pilot semina: of college level programs designed for senior citizens on "The New Age of World Politics" and "The Role of Mythology in Literature." In the afternoon, topics were "The American College Student" and "You and Yourself." There were ninety-six senior citizens who attended and eighty-three of these completed the evaluation sheet. When asked where they had learned about the series, more had heard about it in libraries than anywhere else. This would seem to suggest some correlation at least between senior citizens who take educational courses and those who use the library. Libraries also furnished supplementary reading materials for this seminar and for the four that have been held this spring on the theatre, the growth of democracy, the new science, and our modern culture. The seminar groups reemphasize the fact that senior citizens have a broad range of reading interests.

Education for aging is related to each aspect of aging and is a part of the lifelong learning process. Education for older people enables those who need and want educational activities to enrich their lives and continue their usefulness. The initial stimulation of educational programs for the aging could well come through the public library in communities where no one else is offering such a program, or where there are senior citizens who do not attend other programs.

Certainly all libraries can provide materials, information, and reference services on aging for all interested agencies and segments of the population. Libraries work with churches, labor organizations, industry, major voluntary organizations, organizations of older people and other private and public community organizations which serve the senior citizen.

The library has a responsibility for providing information and education on all aspects of the aging process and for helping to make people of all ages aware of the problems of aging and the availability of materials about this problem.

The library cooperates in a variety of other ways with community groups working with the aging. In addition to providing booklists and displays for the person working with the senior citizen and for the senior citizen himself, public librarians serve as members of advisory councils for the aging. They participate in community workshops on services to the aging.

The library encourages the senior citizen to participate in community service programs such as the foster grandparent program, the friendly visitors, volunteer work in hospitals, libraries, and other institutions. The library should encourage senior citizens to work with historical societies and other groups in recapturing and recording events and situations of bygone days. Senior citizens frequently have papers, pictures, historical materials, and memories of the past which are invaluable. With the help and interest of many senior citizens, the Roslyn (New York) Bryant Library has a collection of approximately one hundred scrapbooks of historical materials. A few tape recordings and one audiovisual tape have been made by the library for future generations. The librarian writes:

In working with senior citizens we have found great resistance to the feeling that they should be entertained. They want more than anything else to feel needed. Those that we have contacted to help us with our project of preserving Roslyn history have been delighted to help. One is working on a history of the Episcopal Church; another has written a paper on the trolley, first as a workman, then as a manager. This project has been especially valuable in a community that has changed so quickly and left many of the once prominent citizens feeling that they are displaced people. They have loved the idea of again serving their community.

SPECIAL REPORT

New Microfilms for Old Books

Libraries everywhere find the substitution of microforms for serial sets a godsend in terms of saving space. Naturally such a situation has come to the notice of the commercial world. Be warned, however, that not all the offers you receive can be taken at face value. Librarians who have been around for a few years will remember that in one case a firm which offered microfilms in exchange for serials was convicted of malpractice. Those whose experience does not go back so far should be aware that they may be approached with similar offers today.

The Bookdealer-Library Relations Committee (part of the Acquisitions Section of the Resources and Technical Services Division) has prepared a list of questions that should be answered clearly and definitively before any agreement is made, and will be prepared to assist anyone needing help. The Committee urges those having difficulties to write the chairman, Murray S. Martin, at W213 Pattee Library, The Pennsylvania State University in University Park, PA 16802 or phone collect (814) 865-6011. The whole matter is too important to librarians to allow it to remain hidden.

Following are the questions drawn up by the Committee to consult when considering an offer to exchange serials for microforms.

Materials proposed for exchange. What is included in the package? Your whole collection? Specific titles? Check the likely cost of purchase from existing microfilms. Check the likely sale value of the serials to be exchanged. What is the relationship between these two cost figures?

If, even allowing for trade discounts, the two do not match, no commercial firm could survive in such a business. If, in addition, microfilms are not already available for some titles, it is highly unlikely that custom-made films can be produced and delivered.

Is it proposed to offer complete microfilms in exchange for incomplete sets? This is a highly suspect offer.

Contract Details. What method of procedure is proposed? Do not accept any offer which proposes that a library should supply all titles concerned before any films are delivered.

With whom does title remain until the transaction is completed? Is there any financial bond against loss, damage or inadequate filming? Is there a time-limit set for completion of the contract? Could it be enforced? Is there any indemnity provision, for failure to fulfill the contract? Could it be enforced? What method of collection and delivery is proposed? Unless there are clear deadlines for filming and delivery of one set at a time, do not consider any offer.

If any money is involved, what method of payment is required? Do not consider any offer which calls for any payment in advance, or payments other than to the legal persons involved, i.e., no payments to persons rather than to companies. Payments to the library must be to the library as an institution.

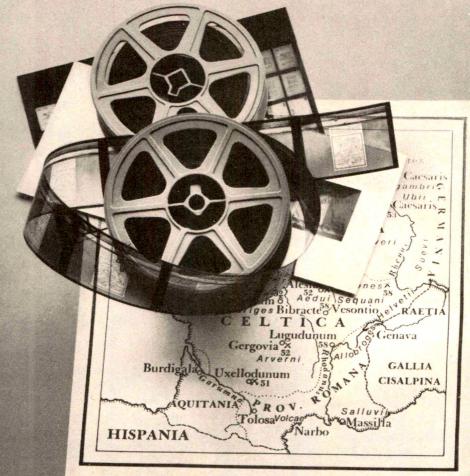
Ability to perform. Is the proposal unrealistic in terms of work to be done? Most microfilm houses have schedules months, even years, ahead, and it is unlikely that other firms can do any better.

What staff and equipment does the proposer have? Can he produce quality film, assembled in a proper bibliographical manner?

Manner of approach. Are you encouraged to look elsewhere for advice or alternative proposals? Is the proposal treated as urgent or secret? Is the proposer willing to have you contact the Bookdealer-Library Relations Committee? What evidence of previous contracts are you offered? Could you contact other librarians and ask about their experience?

The rule in business is still, alas, "Let the buyer beware." You are dealing in public property and have a special responsibility to be sure that any contract is clear and above board and able to be fulfilled.

After you use the Xerox Microprinte to blow up France...



GAUL IN THE TIME OF CÆSAR

Some of the more important battlefields of Cæsar's campaigns are indicated on the map, along with the probable sites of his two bridges across the Rhine. The names and locations of the major Gallic tribes also appear on the map.

mal.

use it to copy the French Revolution.

T THE FRE

TH. REV

The ism of the A

The It government n the Revolution

For se ment to keep p frustrated. A n without social subjected pea much increa nomic crisis

throne. It the capri was eq

fore phi

quest

the project

THE FRENCH REVOLUTION

The cataclysm of Revolution was fostered by the intellectualism of the Age of Reason and the social/economic structure of France.

The French Revolution, begun in 1789, sought to establish a form of government new to Europe. Based upon the new philosophy, the Age of Reason, the Revolution was inevitable.

For several decades, France had developed too rapidly for the government to keep pace. A new bourgeoisie was without political voice, angered and frustrated. A new class, industrial workers from the burgeoning economy, was without social place under the Ancien Régime. Lagging agricultural techniques subjected peasants, virtual vassals, to recurrent famines. Gigantic public debt, much increased by aid to the American Revolution of 1776, added to the economic crisis.

While revolutionists reached for a perfect State, Louis XVI held the throne. It was an unfortunate moment for an indecisive King whose Queen was the capricious daughter of Austria's matriarch. Maria Theresa. Neither sovereign was equipped, by education or nature, to view with empathy the Revolution's quest of "Liberty, equality and fraternity."

Early sympathy for the Revolution had first been established 27 years before when J. J. Rousseau published his book, "Social Contract." Now Rousseau's
philosophy was increasingly popular, his belief in popular sovereignty repeatedly espoused. Voltaire's works and the Encyclopédie decried the Church and
the monarchy's absolutism, while propounding scientific materialism. Locke's
voice echoed too, favoring English constitutionalism.

The Xerox microprinter becomes a copier as fast as you can say "un, deux, trois. Just slide the microfilm head back.

Slide it forward again and you've got a microprinter that turns out prints that are flat and dry. Instead of curled and wet.

The reason? They're made by xerography, not with wet chemicals. And they're made on ordinary, untreated paper.

Either way—microfilm printer or copier—the Xerox microprinter can give you up to 7 prints per minute. You can use roll film—16 mm or 35 mm—aperture cards, jacketed film or microfiche.

And you have a choice of four magnification ratios: 12x, 16x, 20x, 24x. Quelle belle machine!

For further information on the microprinter, please write Xerox, Xerox Square, Rochester, New York 14603.

XEROX

National

Teach-In

on the

CRISIS

of the

Environment

Senator Gaylord Nelson

The Environmental Teach-In, Inc., Room 600, 2100 M St., NW, Washington, DC 20036 Telephone: (202)293-6960 The destruction of natural resources on this planet is going on at a fantastic rate. If we don't act now to correct the situation, the decade of the 70s will signal the end of man as a species.

Eminent scientists predict the death of our oceans as life-bearing bodies of water by the end of the decade. By 1980, also, we will be consuming each day the total water supply available in the United States, and will begin using and reusing water up to ten and twenty times a day. Clean air will be equally scarce. Deaths from cardiac arrests and respiratory illnesses will rise alarmingly on days when the wind takes a holiday and fails to chase the smog from the cities.

And then there is noise pollution. Psychiatrists tell us that noise is becoming increasingly suspect as a cause of neuroses. Geneticists are investigating the possibility that the noise from sonic booms is causing irreparable mutations in human and animal populations. The quality of life in our overcrowded, underfinanced cities is reaching crisis proportions.

It is clearly time to act to improve our environment. It is clearly time to start working toward gross national quality, as well as gross national quantity. Toward this end, a national Environmental Teach-In will be held April 22, which will cut across the generation gap and political party lines.

The objective of the Teach-In is to mobilize the constructive energies of American youth in a massive effort to halt the polluting and ransacking of our environment.

The Teach-Ins will be shaped campus by campus by student initiative, and may take the form of symposiums, convocations, panel discussions, or a combination of these. They will vary with the university and the section of the country in which they are located. For instance, students at the University of California might want to discuss recent oil spills off the coast of their state; students at the University of Wisconsin might focus on the pollution crisis facing the Great Lakes; and students at Columbia University might well be most alarmed about the rapidly decreasing quality of life in major American cities. A national office in Washington serves as a communications and service center, and as an organizational stimulus for individual campus TeachThe Teach-Ins, already being planned at one hundred and fifty campuses, will map out steps to protect our environment. They will present information, draw the issues, stimulate plans for action, and demonstrate a concern in this country for a livable world. Hopefully, they will set specific goals for the 70s, goals for a decade of national effort which will recognize the same priorities of expenditure as did the moon-shot effort of the 60s.

It is particularly appropriate that, by the 200th anniversary of the founding of this nation in 1976, we be well on our way to solving the problems of population growth, pollution and the degradation of our open space. The key to achieving this result lies in mobilizing the idealism, the motivation, and the energies of this student generation.

And this time we had better listen to what they have to say.

The Library Role

There is a growing social awareness among librarians, and it is reflected on the book and record shelves and in the films and services available to library users. An escalating concern for fulfilling the rapidly changing needs of those who visit libraries—and of those visited by libraries—is evidenced in the special unit created eighteen months ago within ALA devoted to exploring the issues facing man and bringing them to the attention of the Association so that resources can be collected and developed.

There is concern voiced by many involved with libraries that there was an overconcentration in the past decade on physical expansion and the acquisition of materials, to the detriment of efforts to make the library resources available and to show the public the uses to which the resources might be put.

The national Environmental Teach-In of April 22, of which I am cochairman along with Congressman Mc-Closky, presents an excellent opportunity for libraries to help insure the success of a crucial endeavor, by bringing the traditional services of the library fully to bear on a single problem, in cooperation with the myriad interest groups motivated by the Teach-In.

The libraries will be able to offer trained staff and collected materials

that will help in the gathering of background materials and as guides to sources of information needed for local inventories. The bibliographic skill of libraries alone can increase the effectiveness of the Teach-In immeasurably. In addition, the lesser known facilities and skills of libraries in the field of media materials selection and distribution can provide the Teach-In with a broad selection and visual aids for the presentations they wish to develop for community use. Many libraries are equipped to supply meeting facilities, display space, and exhibit areas, and have staff or access to individuals trained in providing these services.

One specific service which can be of tremendous importance is the setting up in libraries of displays, in which the address and phone number of the Washington office of the Teach-In are prominent. The Environmental Teach-In, Inc. is located at Room 600, 2100 M Street, NW, Washington, DC 20036. The phone number is (202)293-6960. The Internal Revenue Service has ruled that the Teach-

In is an educative, nonprofit organization. Libraries especially might want to get on the mailing list of the Washington office in order to receive environmental materials which will help them serve their local patrons. Enterprising libraries might want to arrange for speakers to address library users on what they can do to fight environmental despoliation.

Demonstrating their ability to meet such a concentrated effort to inform the public will give libraries the opportunity to perform a significant service and to show their potential force in the community. No more dramatic or urgent challenge has come forward to date to test the rising social awareness of the profession. All libraries and librarians, both as citizens and professionals, have a stake in the future of their environment, and it is fortunate that the investment in the growth of libraries on the federal, state, and local level will enable them to make a significant contribution to our national awareness of a serious ecological and sociological problem.

Congressional Digest pro pro con

Electoral The Question of Changing the Reform U.S. Electoral System includes "Origins of the Present Electoral System," "Constitutional Basis of the U.S. System," "How the U.S. Electoral System Operates," & "Main Proposals Before the 91st Congress," as well as Pro & Con discussions on pending proposals to change the method of electing the President. January 1970.

A Federal Insurance Guaranty Corporation

Proposals before Congress to establish a Federal corporation to guarantee casualty insurance policyholders

against risk of insolvency of issuing companies are examined through factual background articles and Pro & Con discussion. February 1970.

Recent Issues: The Federal Role in Urban Mass Transit (Dec.), Extension of Voting Rights Act (Nov.), Federal Revenue Sharing with the States (Oct.)

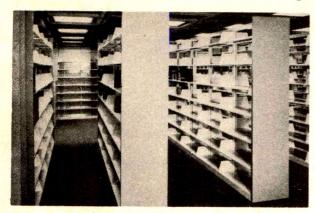
Rates: 1 yr., \$12.50; 2 yrs., \$22; 3 yrs., \$30. Single copy, \$1.50.

7

Write: The Congressional Digest, 3231 P St. N.W., Washington, D. C. 20007

ANDREW VILLSON COMETAL PRODUCTS LAWRENCE, MASSACHUSETTS 01842

How You Can Solve Any Library Bookstack Problem



For more information send for catalog No. 62 or call us direct—617 683-2403

Use Wilson's
PROFESSIONAL Line
Functional
BOOKSTACKS

They are . . .

- strong, sturdy
- welded frame, unit construction
- flexible to architectural layouts
- designed to withstand 40 lbs. per sq. ft.
- simple to install
- offered in a variety of decorator's colors

Freedom: the Intellectual Commitment

THE LIBRARY AS A SOCIAL PLANETARIUM

Harold D. Lasswell

When I was young, I took it for granted—along with most of the population—that the tranquil life of the librarian was threatened by no other animals than the little worms that chewed the books. I soon began to learn that the most threatening animal was the human client. There was, for instance, a patient with whom I became acquainted when I was studying psychopathology. He was sure that he descended from Charlemagne, Napoleon, and General Pershing; and when the books of geneology failed to confirm it, he let fly at the librarian. In those days this type of confrontation indicated sickness.

I began to learn that the principal vulnerability of the librarian was not the occasional crackpot but the supposed healthy defender of what he believed to be community values. Inadvertently I put the librarian of a branch library on the spot when I won an entrance scholarship to the University of Chicago. Proud of my prospective alma mater, I induced her to mount a special exhibition of books by University of Chicago authors. In those days the University had a bad name for atheism, agnosticism, and other enemies of right thinking Fun-

damentalists. A local divine was affronted and took out after the librarian.

About the same time the library became a target for an Irish ethnic society whose members protested that the reference work most prominently displayed was the *Britannica*. The self-respect of the Irish was alleged to be suffering an irretrieveable blow unless the *Americana* or some equivalent reference was put in its place.

Not long afterwards the library got it again, this time from a parents' association determined to drive sex out of the public library. This was hard on several standard volumes on physiology and marriage, and it was not without its implications for Hawthorne's subtle sympathy pitch for the licentious, *The Scarlet Letter*.

As time passed I saw a small library get caught in the struggle between two rival skill groups in the medical profession—the chiropractors and the orthodox physicians. Another problem arose from conflicting conceptions of health and disease. Traditionalists insisted that a book not circulate that called alcoholism a disease, not a simple case of moral turpitude. And from time to time controversies arose in

employer-employee confrontations when the right to strike was disputed.

It must not be imagined that the librarian is immune from attacks that originate in the scientific community. Take the Velikovsky controversy. Dr. Velikovsky's book on astronomy was originally published as a scientific title by a reputable firm. Instantly it was attacked by articulate spokesmen for astronomers and physicists who insisted that the book be withdrawn as a scientific title. Generously, they declared that they were willing to have it labelled "science fiction" or "literature." While the titans fought in the national arena, a local astronomy teacher mounted a campaign against a local librarian who incautiously displayed Velikovsky as a "recent scientific publication." The Velikovsky case, by the way, is not dead. His champions argue that the new knowledge of astronomy is confirming Velikovsky's collision theory, and kindred hypotheses.

However that may be, it is obvious that high politics are not the only source of threat to the librarians of the nation. It is not surprising that the ideological turmoil of communism versus capitalism, or socialism versus liberalism, and so on, generate anxiety at every level of society. Nor is it hard to understand the visibility and the vulnerability of the librarian. For this professional role is concerned with the most unsettling of all human activities, which is the storage, retrieval, and dissemination of knowledge. And in our society not many people are specialized to the pursuit of knowledge as an end in itself. More commonly, knowledge is sought as a base value to be employed in pursuit of other values, such as power, wealth, or respect.

This is a familiar story which each of you could document a hundredfold from personal experience. Human beings build their identities by incorporating as their own the value norms and aspirations of the social environments to which they are exposed. These environments can be classified for purposes of comparison into large culture groups (Irish, American, Western European), class groups (upper, middle, lower), interest groups (parties, occupations, and so on), and personality groups (rigid or open). All these environments have different impacts depending on the crisis level of the individual, the group, the environment. When value norms and aspirations are perceived as threatened, value deprivations are sought to be imposed on the threatened.

We have illustrated several value norms that led to deprivational campaigns against a librarian. Those who feared atheism were applying the religious and ethical norms (the rectitude norms) with which they were identified. The Irish protesters were seeking to upgrade their respect status. The parents were attempting to defend the norms associated with family life and perpetuation. The regular physicians and the chiropractors were concerned with the integrity of their professional skills as they had been taught to perceive them. The traditionalists who rejected the notion of alcoholism as a disease were applying the criteria of well-being in which they had been reared. The controversies over unionism were obviously connected with wealth as a social value. The conflict over Velikovsky was initiated by scientists who had identified themselves with a map of the universe and a method of correcting the map that they believed to be enlightened. Velikovsky not only challenged the validity of parts of the map; he also relied in part on methods of research—such as the use of ancient lore-that were regarded as unacceptable by astronomers. Conflicts over power are obvious in the clash of nations, parties, factions, and pressure groups of all kinds.

I have referred to each conflict as though it involved but one value. Detailed analysis will show that every value is, to some degree, at stake. That wealth was involved is obvious, not only in connection with the topic of unionism, but in the conflict among therapists, the demand to boycott a reference work, and so on. That self-respect was at stake is true of every controversy, since the demand to feel admired or important is pervasive in human life. (Similarly, the other values.)

That the deprivations to which the librarians were vulnerable cover the whole range is evident on reflection. Professional skill was involved—skill in making knowledge available. Respect was involved—the demand not to be treated with contempt. Rectitude was at stake—the librarian was assailed as an ally of immorality. Affection was involved—life became uncongenial. Well-being was at stake—to be under attack is to feel the sharp sting of anxiety. The job itself was

on the line—hence wealth, however modest, was involved. And political power was involved—unless support came from the library board the game was up. And, of course, enlightenment was at issue—the pressure was aimed at the denial of enlightment to others.

These controversies were by no means entirely negative for the librarian or the library. In fact, in practically every case the librarian was able to stand firm and to make little or no concession to pressure. Not only was the struggle won for freedom to read, but the librarian strengthened his political support by acting with courage. He improved his respect position. He was morally vindicated. He made new friends. He had the euphoria of overcoming anxiety. He even kept his appropriation.

Relatively successful as the librarians were in these situations, it is no news that battles are often lost, and that the struggle for the freedom to read is unceasing. In an era of revolutionary innovation and change, it is to be taken for granted that hostilities against knowledge will be generated by those who feel threatened by innovation.

Is there any strategy open to the librarian to improve his effectiveness in performing his professional task? I believe there is. A key point is that the best protection against anxiety and destructiveness is a contextual map of reality. There is little comparison between the anxieties of ignorance-of a limited outlook-and the uncertainties of those who share the most critical, factually based maps of the past, present, and future. It is the difference between resentment and panic, and awareness of the probabilities, deprivational as they may appear to be.

Librarians are accustomed to take responsibility for providing guides to the whole field of printed knowledge. An example is the recent series of adult guides to which I had the opportunity to contribute. The guides provide a clue to the whole social process, not simply to the local community, but to the metropolitan, state, regional, national, and transnational community.

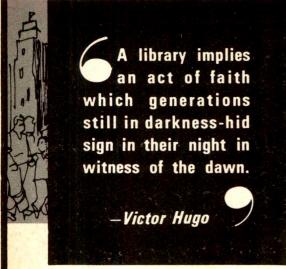
Some among you have been reaching in the same direction, and beyond, in the sense of utilizing media other than print to communicate. I welcome this initiative as a step toward making the library the center of a social planetarium. The term "social

planetarium" was coined to draw on many of the connotations of the planetarium used in astronomy. You recall how the universe is presented at the focus of attention of the viewer. The past of the earth, sun, and galaxies is passed in review. The future is projected, including alternative strategies available to man in exploring-and affecting-his environment. A social planetarium is a series of relatively permanent exhibits outlining the past, present, and future of every community from the local to the transnational. It reviews historical trends and future lines of probable development. It summarizes explanations of the direction and magnitude of change. It outlines the goals that may be realized in the future, and the strategies by which they can be pursued to best advantage.

All the intellectual resources of the appropriate community can be mobilized at the initiative of some professional group or institution specialized to enlightenment. There is every reason for suggesting that the librarians and the libraries can take the lead and provide the central location for the social planetarium. Local historians, planning authorities, schools, colleges, and media can act together to complete the presentations and to keep them up to date.

The social planetarium can become the center for many related activities concerned with the comprehensive map of reality. The reference is to continuing seminars conducted by small groups of those who want to focus intensively through time on some sector of the whole. A continuing seminar can be organized on the past, present, and future structure of government; on the structure of economic life; on the institutions of skill and enlightenment-and so on, through the value-institution sectors of the basic social process model. Here, too, it is opportune to introduce into the situation groups from the local community, and from the larger environments with which the immediate community interacts.

The library profession and the library institution can live up to their commitment to freedom of the mind by grasping the initiative, wherever possible, to supplement the historic role of print by integrating it more effectively in a social planetarium and in a center of continuing policy seminars on the several choosing and deciding roles of society.





Library Response to Urban Change

A Study of the Chicago Public Library
Lowell A. Martin

Urban change is a fact—a powerful, compelling fact. Surrounded by this change, no library can continue a "business as usual" operation. Libraries must adapt to maintain their lines of communication and understanding with the people. Libraries must adapt to the people of the city in all their diversity rather than expect the people to conform to the standardized institution.

This vitally important book is the result of a survey of the Chicago Public Library system. Some of the proposals are no more than a plea for quality in traditional library services. Others, less orthodox, are proposed on an experimental basis with built-in evaluation and planned feedback from the people themselves.

However, no plan revolutionary for its own sake is proposed. The inescapable and recurring theme is a call to excellence and innovation.

This in-depth study was commissioned by the Board of Directors of the Chicago Public Library. Many consultants and specialists were enlisted, as was a citizen's committee of 140 civic leaders and active local workers.

The findings and recommendations of this unique study are of interest to all concerned citizens, and especially to the librarian. \$8.50



AMERICAN LIBRARY ASSOCIATION

50 East Huron Street • Chicago, Illinois 60611

Memo to Members

Activities Committee on New Directions for ALA

CHICAGO OFFICE

The Committee was very much in evidence at the 1970 Midwinter Meeting; its schedule of meetings was announced in this column for January 1970. Copies of the Committee's first Interim Report and its agenda for the Midwinter Meeting were in the Registration Envelope at Midwinter. It is expected that some of the Subcommittee reports will appear this spring in American Libraries. A few additional copies of the Report are on hand and will be sent out, as long as the supply lasts, in order of receipt of applications.

Freedom to Read Foundation

The Foundation is a membership organization and will have a fifteen-member board of trustees. Eight will be elected by the members of the Foundation and seven will serve by virtue of their office in ALA or one of its units. The first election of the Board will take place in May of 1970. Prior to the time the persons elected take office, the Bylaws provide that elected trustees are to be designated by the ALA Executive Board. The following have been designated by the Board and have accepted: Alex Allain, Sanford Cobb, Robert B. Downs, Mrs. Jacqualyn Eubanks, Leroy Merritt, Joseph Reason, Mrs. Carrie Robinson, and C. Lamar Wallis. The seven persons who serve by virtue of their office in ALA are: the president, the president elect, the executive director, the chairman of ALA's Intellectual Freedom Committee, the president of the Library Administration Division, the chairman of the Intellectual Freedom Committee of the American Library Trustee Association, and the chairman of the Junior Members Round Table. The first meeting of the Foundation's board of trustees was held in Chicago on January 17, 1970.

International Federation of Library Associations

Information will be issued shortly on arrangements to be followed in attending IFLA's meeting in Moscow in 1970. A notice concerning the Meeting is in the process of preparation by Foster Mohrhardt, vice-president of IFLA, and David Donovan, director of ALA's International Relations Office.

Recent Appointments to the Headquarters Staff

Delores Vaughan, who has been serving as assistant executive secretary for the Library Education Division, became executive secretary of that division on January 1. Ira Phillips, director of institution libraries, Minnesota Department of Corrections, has accepted appointment effective March 1, to succeed Eleanor Phinney as executive secretary of the Association of Hospital and Institution Libraries. Gerald Born, resources coordinator, North Suburban Library System (Morton Grove, Illinois) becomes executive secretary of the Public Library Association and the American Association of State Libraries no later than April 1. David H. Clift, executive director.

Library Services and Construction Act

WASHINGTON OFFICE

Under the Library Services and Construction Act, federal grants are available to states to assist in extending and improving all public library services, in

constructing public libraries, in promoting cooperation among all types of libraries and the formation of networks, and in fostering library services in state institutions and to the noninstitutionalized physically handicapped. In fiscal year 1969, federal funds totaling \$62,546,247 were obligated as follows:

1) \$34,958,564 provided new or improved library services to 85 million people;

2) \$22,257,087 (which included \$14,798,121 from fiscal year 1968 carryover funds) supported 211 public library construction projects; 3) \$2,149,771 for the establishment and continuation of 45 interlibrary networks; 4) \$1,953,596 for library services in 500 state institutions serving 300,000 patients or inmates; and 5) \$1,227,229 to provide library services to 70,000 physically handicapped persons.

Public Library Construction

A listing by states of public library construction in 1969 for both new buildings and for enlarging and renovating existing buildings appeared in the December 1, 1969 **Library Journal** and includes data on the federal grant assistance furnished under Title II of the Library Services and Construction Act program. The report ("Public Library Building in 1969" by Hoyt Galvin and Barbara Asbury) indicated that approximately \$26.6 million in Federal funds provided about 25 percent of the total project cost of \$107.1 million for the 298 state-reported public library construction projects—80 percent of which received Federal assistance—in fiscal 1969.

Right to Read Program

Commissioner of Education James E. Allen, Jr., in calling for a nationwide effort to overcome serious reading deficiencies in the schools, announced that specialists in reading and information dissemination, together with colleges across the country, would work together to establish by spring a chain of some twenty one-stop information centers on reading. The centers would make available the latest information and research findings or materials on reading to teachers, school officials and board members, researchers, and laymen. The centers will be part of a pilot project called the Reading Resources Network, headed by Dr. James L. Laffey of the Educational Resources Information Center (ERIC) Clearinghouse on Reading at Indiana University, Bloomington. Support for the project is being provided by OE's National Center for Educational Research and Development under the amended Cooperative Research Act. A recent OE appointment has been that of Julia E. Hamblet as associate director of the Right to Read Program. She is located in the U.S. Office of Education, 400 Maryland Ave., S.W., Washington, D.C. 20202. To date, word has been received from one state librarian (Ohio's Joseph L. Shubert) who reports that he has been appointed to serve on a State Commission to administer the "Right to Read Program."

Academic Library Resources

While funds have not been appropriated as of this writing for 1970, the Division of Library Programs has sent to all institutions of higher education the fiscal year 1970 application forms for basic and supplemental grants authorized by Title II, Part A, of the Higher Education Act of 1965 (P.L. 89-329, as amended) for the acquisition of library materials. The deadline date for submission of applications is midnight, February 20, 1970. No substantive changes

were made from last year's requirements for these two types of grants. There are no plans at this time for federal awards for special purpose grants for fiscal 1970.

Arts and Humanities

President Nixon in his message to Congress on December 10 (H. Doc. No. 91-202) requested that the legislation creating the National Foundation on the Arts and Humanities be extended for three additional years beyond its present termination date of June 30, 1970. He also asked Congress to approve \$40 million in new funds for the National Foundation in fiscal year 1971, almost doubling the current amount available. The President noted in his message: "The attention and support we give the arts and humanities—especially as they affect our young people—represent a vital part of our commitment to enhancing the quality of life for all Americans. The full richness of this nation's cultural life need not be the province of relatively few citizens centered in a few cities; on the contrary, the trend toward a wider appreciation of the arts and a greater interest in the humanities should be strongly encouraged, and the diverse cultures of every region and community should be explored."

Contract Awarded

The Office of Education's National Center for Educational Research and Development negotiated a one-year contract (with options to renew for two more years) for computerized information processing services with the Leasco Systems and Research Corp., Bethesda, Md. Leasco, under the contract which involves more than \$400,000, will perform document and data processing operations for OE's Educational Information Center (ERIC) System which presently supports nineteen clearinghouses throughout the nation, including a clearinghouse for library and information services. Leasco—with funding provided under the amended Cooperative Research Act—will acquire, catalog, abstract, index, and edit research reports and journal articles and perform other tasks connected with computerized storage, retrieval, and dissemination of information.

White House Conference and Library Training

Stephen Hess has been named as the National Chairman of the White House Conference on Children and Youth which will be held in Washington, D.C., Dec. 13–18, 1970. Mr. Hess has been deputy assistant to President Nixon. It is anticipated that some six million Americans will ultimately become involved in the planning and deliberations of this conference through state committees, voluntary and professional groups, federal agencies, and individuals.

Federal grant assistance to institutions of higher education for library education fellowships at the graduate level and for library institutes is available under the library training section of Title II, Part B, of the Higher Education Act of 1965. The Division of Library Programs of the Office of Education received applications for grants for the support of graduate-level fellowships from sixty-nine institutions of higher education for the 1970–71 academic year requesting federal grants of \$11,895,396. These applications were evaluated by an advisory committee of outside experts on Nov. 6-7. The Division

of Library Programs received 124 proposals from 89 institutions of higher education in 40 States and Guam for grants for support of library institutes to be conducted in the summer of 1970 or during the 1970–71 academic year. These proposals were reviewed by a panel of 20 outside evaluators representing all areas of librarianship on Nov. 24-26 in Washington. Ray M. Fry and Herbert Carl, Division of Library Programs, USOE.

Discussion Films Booked for 1970

DIVISIONS AND OFFICES

The ALA Headquarters Library regrets that it is unable to fill requests for the films "The Information Explosion" and "What Will Libraries Be Like in the Future" (ALA Bulletin, December 1969, p. 1499). The demand has been so great that all prints are booked through 1970. The films are not available for loan elsewhere. They are not for sale. Mrs. Flora Colton, Headquarters librarian.

Tickets to First Arbuthnot Lecture

Mrs. Margery Fisher, editor of **Growing Point**, will deliver the first Arbuthnot Honor Lecture, sponsored by the Scott Foresman Company and administered by the Children's Services Division on Friday, April 10, 1970. Admission will be by ticket only and available upon request to Mrs. Gretchen Isard, School of Library Science, Case Western Reserve University, 11161 East Blvd., Cleveland, Ohio 44106 after March 1. Case Western is the site for the lecture. **Ruth W. Tarbox, executive secretary.**

Whither Trustees?

Is trusteeship static or is it rapidly changing? What are the implications for trustees and public libraries if it is changing? A special ALTA committee has been assigned the task of surveying all references to library trusteeship that appear in any publication and compiling a report for the ALTA Board of Directors. Preliminary reports from the committee suggest that the traditional powers of library boards are being minimized and advisory roles are being substituted. The committee's full report is due at the Annual Conference in Detroit. Persons discovering pertinent articles in local newspapers, journals, etc., are urged to send a copy to Mrs. Jean Smith, 1114 North Florence Street, Burbank, CA 91505. **Donald Trottier, executive secretary.**

LTP Honored

The Library Technology Program has been honored for its contributions of technical knowledge to the library profession by an invitation to Forrest F. Carhart, Jr., director, to speak at the International Symposium on European Library Systems. The Symposium, to be held in Prague, April 21–30, 1970, will be sponsored by the State Library of the Czech Socialist Republic with the participation of UNESCO, whose guest Carhart will be during his stay. It aims to improve cooperation in the field of librarianship and the coordination of activities on an international scale.

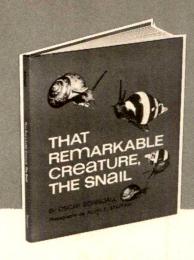
Annual Conferences

Detroit, June 28-July 4, 1970; Dallas, June 20-26, 1971; Chicago, June 25-July 1, 1972; Las Vegas, June 24-29, 1973.

Midwinter Meetings

Los Angeles, January 18–23, 1971; Chicago, January 23–29, 1972; Washington, D.C., January 28–February 3, 1973.

New from Messner Spring 1970



For Young People

Messner Biographies

Each \$3.50/\$3.34*

BLACK PATRIOT AND MARTYR

Toussaint of Haiti by Ann Griffiths

COLOSSUS OF EUROPE

Metternich by Jules Archer

EAGLE OF THE PHILIPPINES

President Manuel Quezon by ELINOR GOETTEL

ELOQUENT CRUSADER

Ernestine Rose by Yuri Suhl

THE HONOR OF BALBOA

by IRIS NOBLE

THE VOICE OF THE PEOPLE

William Jennings Bryan by ALICE KOSNER

Messner Sports Books

Photos. Each \$3.95/\$3.64

ALL STARS OF THE OUTFIELD

by MILTON J. SHAPIRO

GREAT RUNNING BACKS

by PHIL BERGER

ROOKIE GOALIE

Gerry Desjardins by BILL LIBBY

Messner Career Books

Photos. Each \$3.95/\$3.64* unless otherwise indicated

CAREERS IN THE LEGAL PROFESSION

by Paul Sarnoff

A GUIDE TO PROFESSIONAL CAREERS

by Walter Duckat \$5.95/\$5.64*

YOUR CAREER IN PARKS AND RECREATION

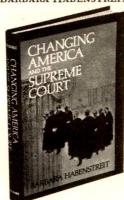
by Virginia and Joseph R. McCall

For Understanding Today's Problems

Each \$3.95/\$3.64* unless otherwise indicated

CHANGING AMERICA AND THE SUPREME COURT

by BARBARA HABENSTREIT



Riches of the Earth by HARRY EDWARD NEAL

PROPHECY FOR THE YEAR 2000

edited by IRVING A. FALK. Noted authorities in all fields present their views. \$4.95/\$4.64*

TODAY'S NEGRO VOICES

edited by BEATRICE M.
MURPHY. Poetry by young
people, all under thirty.

YOU AND TODAY'S TROUBLED WORLD

A Psychologist Talks to Urban Youth by Sarah Splayer

Milestones in History

PIKES PEAK OR BUST

The Story of the Colorado Settlement by Bob and Jan Young Photos. \$3.95/\$3.64*

Fiction

Each \$3.50/\$3.34*

BUENOS DÍAS, TEACHER by Ruth MacLeod

TIME TO QUIT RUNNING

by MARGARET HILL

For Children

All illustrated with photos and/or drawings

BARTER, BILLS AND BANKS

by Barry Tarshis \$3.95/\$3.64*

DAYAPALA OF CEYLON

by Judith M. Spiegelman (A UNICEF Book) \$3.95/\$3.64*

ENGLISH EXPLORERS OF NORTH AMERICA

by Neil Grant \$3.95/\$3.64*

FOOTBALL TALK FOR BEGINNERS

by Howard Liss \$4.95/\$4.64*

FROM ONE CELL TO MANY CELLS

by Georg Zappler \$3.95/\$3.64*

HEROES OF TEXAS

by Edward Allen \$3.95/\$3.64*

HUNTING FOSSILS

by Martin L. Keen \$4.50/\$4.29*

INDIAN CHIEFS OF THE WEST

by Felix Sutton \$3.95/\$3.64*

THE JAPANESE HELPED BUILD AMERICA

by Dorothy and Joseph Dowdell \$3.95/\$3.64*

NIGHT ANIMALS

by Daniel Cohen \$3.95/\$3.64*

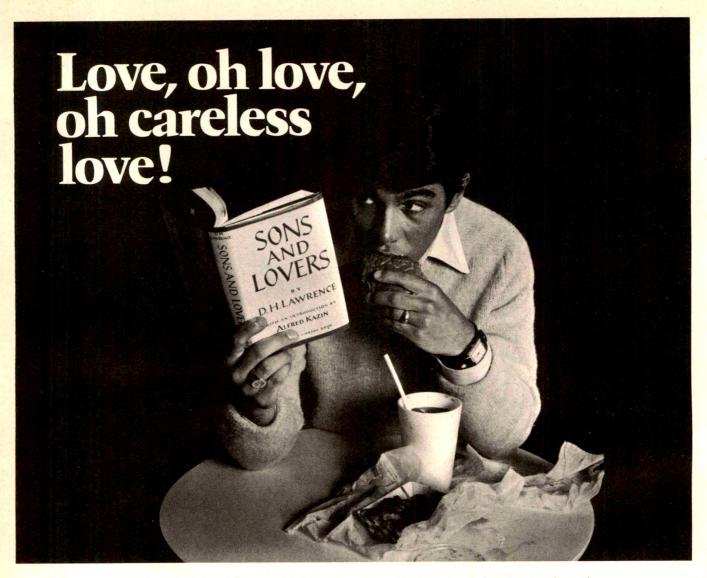
THAT REMARKABLE CREATURE, THE SNAIL

by Oscar Schisgall \$3.95/\$3.64*

Cloth prices are followed by MCE° prices
°Publisher's price to schools and libraries on Messner Certified Editions. Resellers are free to sell our publications at any price they choose.

JULIAN MESSNER

Division of Simon & Schuster, Inc. 1 West 39th Street, N.Y. 10018



For many people, reading is a passion. Before your books are loved to death—protect them with Bro-Dart Plasti-Kleer[®] Lifetime[®] book jacket covers.

Only Bro-Dart offers the double-glued, double-fold edge reinforcement that prevents abrasion, absorbs wear, controls punctures.

Rugged polyester film insures maximum wear and tear resistance. Bro-Dart's complete time and money saving line of protective covers includes Lifetime-Self-Stick . . . the covers that attach themselves with pressure sensitive adhesive tabs.

With Bro-Dart covers, readers can love your books as much as they want—but they can't love 'em to pieces.

Whatever your protective needs—periodicals, record albums, pictures—Plasti-Kleer's got you covered.



The attractive adobe-type building near the foot of the Flatiron Mountain Range on the south side of Boulder, Colorado, could be one of the interesting homes in that expanding residential area. The wall around the building adds intrigue—too low to be forbidding, high enough to arouse curiosity. Local residents are pleased to identify it as the George Reynolds Branch of the Boulder Public Library.

Inside, the usual new ideas in library buildings add beauty to functions: carpets, comfortable library furniture, a fireplace, and a delightful children's area. There is one very unusual piece of equipment, however. It's the input device for the fully automated circulation system which has been operating successfully since October 1968. Circulation control is one part of the Boulder Public Library's totally automated library system.

According to Miss Marcelee Gralapp, the director of the Boulder (Colorado) Public Libraries, automation of library operations works best if the total system concept is used. The "total system concept" as recommended by the Boulder librarian means an approach that considers all aspects of library operations—acquisitions, catalog production, processing, registration and circulation—simultaneously. Automation produces reliable records which are useful as management information.

had been promised in the literature than was actually happening in the field of library automation.

At the outset of the project four essential needs were identified for a successful experiment in automated circulation systems for public libraries: an imaginative librarian whose library could be used for a working laboratory; a skilled library systems analyst who would do a total system study and write the programs (software); an adaptable input device (hardware); and funds to finance the project.

Through a series of serendipitous happenings, the first three needs were met. Miss Gralapp volunteered the use of the new Boulder Branch Library. This library offered several advantages. Since a new book collection had to be purchased for the branch, conversion problems were eliminated. The location of the library was excellent as a number of large computer installations are located in and arounc the city of Boulder. The system was designed for the entire seven-county area. If it proved economically feasible to adapt and use it with a collection of only 10,000 volumes, it was obviously workable in any library or bookmobile in the area. Perhaps most important to the project, the library director is innovative and courageous. If the system didn't work, her books and circulation records were going to be sadly messed up!

Hurdles

Problems

Rewards

A TOTAL SYSTEM CONCEPT AT WORK

Boulder's automated system grew out of a study sponsored by the Central Colorado Public Library System in early 1968. The librarian assigned to do a feasibility study of circulation systems was to investigate current circulation practices in the public libraries of the Denver metropolitan area to determine if an automated circulation system was feasible for use in the seven-county public library system. An exhaustive literature search revealed that much was being written about automated systems. Follow-up letters, conversations with librarians, system analysts, and hardware representatives, as well as visits to libraries indicated that much more

After many consultations with interested people, a systems analyst with a knowledge of library procedures was retained. Mr. Michael Stone of Boulder, whose firm, the Library Systems Group, is involved with library studies and services, was convinced that the job could be done. He offered to work for a minimal fee to see it accomplished. It was he who suggested the total system concept, rather than just designing another automated circulation system. The total system concept includes technical services (acquisitions, catalog production, processing), public services (registration, circulation control, overdues), and management information.

anne mathews

This concept is as valuable to a group of libraries working together as it is to individual libraries regardless of size. To Mike Stone goes the credit for writing, servicing, and constantly "debugging" the Boulder system. As background he used the many paper studies which have been produced for libraries around the country. He then designed a total system which is

operational.

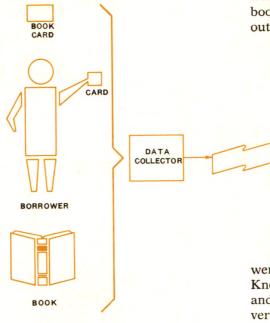
Hardware firms contacted were Colorado Instruments, Control Data Corporation, IBM, National Cash Register, and Standard Register. Each company had data collecting devices which could be adapted to library circulation needs, but no device on the market was designed specifically for use in a library. A data collector produced by a local firm was used for the experiment. The final need, money, was not met so readily. A small grant from the original circulation feasibility study launched the experiment. Some local funds, supplemented by a grant from the Central Colorado Public Library System in 1969, have kept the operation going so far.

Essential features of any system are book information and information about library patrons. This system is designed so that book information is captured and machine readable book cards are produced. Patrons are registered, the information stored, and the borrower's card produced from this file.

After a book is selected the following information is collected: author, title, publisher, date, descriptors, the LC card number which may be used for searching MARC tapes, and the serial or accession number. This information is gathered only once. It is updated with catalog information when the book is received. By using this complete information, the service bureau can produce author-title-subject book catalogs or catalog cards, shelf list, pockets, spine labels, book and circulation cards. (For purposes of this experiment it was not necessary to use the acquisitions part of the system since all books purchased were duplicate copies of books already cataloged in the main collection. However, catalog production and processing have been used.)

Borrowers' cards are mechanically produced. The patron files list the usual information: name, address, borrower number, plus some very useful management information such as reading interests, census tract number, age group, languages spoken, social security number. This information, when gathered manually, can never be returned or used. It is now retrievable and usable.

Since this is not an on-line system, the only essential piece of hardware in the library is a data collector for each charge out-charge in point. The data collector produces paper tape which contains the charge-out record. After this record is converted to magnetic tape it is processed along with the master tapes which store the book and patron records. The computer then produces a printout of overdue notices. Many public libraries have free time available on the computers



in their cities or counties. A service bureau can also do the work as Mr. Stone has ably demonstrated during the experiment in Boulder.

The experimental system has been operating since October 1968. In a recent interview with Miss Gralapp and Mr. Stone the writer asked some specific questions: What is the real value of the system to the library? What problems have been identified? (It should be noted, parenthetically, that the analyst and the librarian are most enthusiastic about the project and a day spent with them is exhilarating and exhausting. One encounters that rare combination of talented people interacting and reacting to new ideas. It's a nonstop brainstorming session.)

On the first question, Miss Gralapp answered by stating simply that it's nice to have the mechanical operations taken care of, but she could never justify the expenditure if that were all she was getting. What is really important, she feels, is that the total system picks up all the pieces and puts them together. Everything interlocks. Instead of piecemeal bits of information, there is a total inte-

grated whole. The value of the system is that the kinds of information which are gathered over the years now are usable. In a manual system data are not retrievable. You may collect patron information many times but you can't use it because you can't get to it.

The real value of the system is that it provides management information which was not available with the manual system. Formerly, information was gathered about people and books, but it was only used to find out which books were out, where they

PROCESSOR

OVERDUE

NOTICES

STATISTICS

REPORTS

were, and if they were overdue. Knowledge of the reader's interests and needs came through personal conversations, and in large libraries the administrator seldom sees, much less chats, with his patrons! Now with access to detailed analytical data it is possible for even the very large library to provide the same individual service to patrons which the small libraries have traditionally given.

Miss Gralapp feels that it is less important to meet a minimum standard number of books in a certain size library than it is to have the books her patrons want and use. A listing of books circulated, by classification areas, indicates which materials are most frequently borrowed. This analvsis of the use of the collection answers some acquisition questions. Are recent purchases being used or should older "standard works" be duplicated? Has the library's share of local tax dollars been wisely used? Library administrators know that these dollars are not unlimited. Information about patrons, collections, and services helps librarians plan, budget, and compete with other city or county departments for funds. Cost effectiveness is a concept that librarians will find less frightening if they can gather tin reliable information about current library operations. In this system, registration files may be matched to

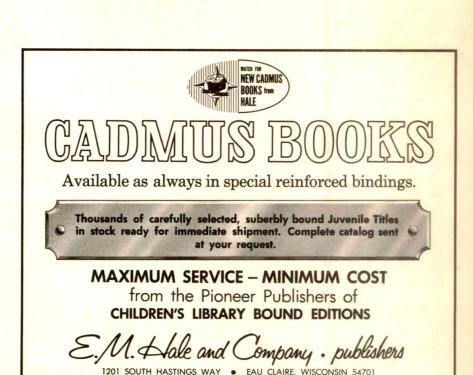
circulation files to indicate the geographic area from which the patron comes, what his interests are, and what he is reading. Equally important for planning, it is possible to see where he is not coming from. This information aids in planning library service to new areas.

In addition to the benefits to the library director, the reader service is expanded. Selective Dissemination of Information (SDI) can be provided for patrons who ask to be notified when new materials are received in their areas of interest. Patrons indicate their professional, hobby, or recreation interests on the registration form. The staff is freed of some routine clerical and mechanical library procedures, such as filing registration cards, searching microfilm records for overdues, typing overdue notices, and filing catalog cards. This allows more time to provide individual service and assistance to readers.

We referred to the question about problems. The biggest problem is the familar one: money. Money is needed to expand the branch pilot study to include the main Boulder library, and possibly to include other libraries within the seven-county Central Colorado Public Library System. The major cost is that of converting existing collections. It is estimated that a minimum of \$100,000 would be required to convert the collection of the Central Colorado Public Library System Headquarters library (Denver Public Library). However, since that collection probably contains about 90 percent of all the titles in the adjacent libraries, converting the one large collection would essentially convert the books of the entire area to machine readable form.

The present data collecting device is too expensive for permanent use. It is to be hoped that a hardware company, seeing the potentially large market for such a device, will design a data collector specifically for library use. The Boulder experimenters could provide the "specs."

Money and data collector are real and tangible problems. Just as real, but more intangible, is the problem of convincing other libraries and library agencies that a total library system will give them long-term, far-reaching benefits. Once this hurdle is crossed, and money is made available through local, state, and/or national grants, giant steps can be made in library service.



Join the

AMERICAN LIBRARY ASSOCIATION

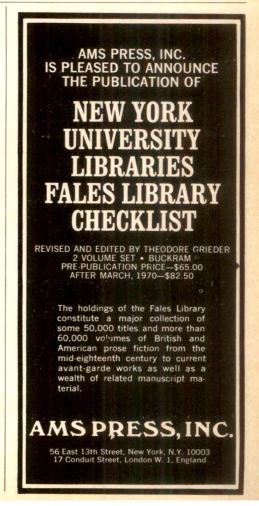


MEMBERSHIP PROMOTION

AMERICAN LIBRARY ASSOCIATION

50 EAST HURON STREET

CHICAGO, ILLINOIS 60611



ALA REPORT

A three-part series based on the "Program Memorandum" (10th edition) prepared by ALA Headquarters staff at the request of the Program Evaluation and Budget Committee (PEBCO). It is intended to be used by the officers and committee chairmen and members of ALA and all of its units in their efforts to relate the parts of the Association's program to the whole effort.

Development and Extension of Library Services

Standards. At the Annual Conference, Atlantic City, 1969, Council established the ALA Committee on Standards with the following functions and responsibilities:

To develop an ALA policy statement and guidelines for the preparation of type-of-library and type-of-activity divisional standards, insuring coordination of format and correlation of content of ALA standards;

To stimulate the development of standards (or guidelines);

To gather all standards published by the American Library Association and other national and international library organizations;

To gather international, national, regional and state standards from nonlibrary organizations and agencies which would be applicable to librarianship or would provide guidelines to the development of library standards;

To review the existing ALA standards on a periodic basis for continued relevance to the state of library development:

To coordinate the activities of committees on standards in the various units;

To determine the need for new standards, and to recommend action to the appropriate unit;

To review proposed standards for consistency with ALA policies and guidelines before adoption by the originating units.

Standards for various types of libraries are in different stages of preparation and revision. The Standards for School Media Programs prepared by a joint committee of the American Association of School Librarians (AASL) and the Department of Audiovisual Instruction of the National Education Association is in its third printing. The first printing was sold out in seven days. A brochure, "What's in a Name?" clarifying the terminology and philosophy in the new Standards has been published.

Another addenda to standards, "Costs of Public Library Service,

1969," prepared by a Subcommittee of the Public Library Association (PLA) Standards Committee, was published in *Just Between Ourselves*, October 1969. Using current unit costs, the publication provides theoretical budgets for three libraries of various sizes meeting the service requirements of *Minimum Standards for Public Library Systems*, 1966 (ALA, 1967).

The members of the American Association of State Libraries (ASL) adopted a revised edition of Standards for Library Functions at the State Level, to be published by ALA in the Fall of 1969.

The Hospital Library Standards Committee of the Association of Hospital and Institution Libraries (AHIL) has prepared a draft of Standards for Library Services in Health Care Institutions which incorporates the suggestions received when an earlier draft was circulated to appropriate units of ALA and the boards of directors of the Catholic Library Association, the Medical Library Association, and the Special Libraries Association. After final approval by the AHIL Board of Directors, endorsement by the American Hospital Association, the American Psychiatric Association, and the Catholic Hospital Association will be sought, and the manuscript will be turned over to ALA Publishing Services for publication.

The Association of College and Research Libraries (ACRL) Ad Hoc Committee for the Revision of the ALA Standards for College Libraries met during August in Chicago to prepare a first draft of standards for college libraries, and its Ad Hoc Subcommittee on the Revision of the Junior College Library Standards met in late October to prepare a first draft of a revision of Junior College Library Standards.

The ACRL-Association of Research Libraries (ARL) Joint Committee on University Library Standards has completed a survey of fifty leading U.S. and Canadian libraries. The survey, which will be used as the basis for establishing university library standards, encompasses resources, personnel, finances, space, public services, administration and professional school libraries. Publication of either the entire survey or a summary of it is scheduled for the current year.

Guidelines for special areas of service are in preparation. The Audiovisual Committee of PLA met in the Fall of 1969 to complete guidelines

for audiovisual services in public libraries, including coordination of audiovisual and printed materials in the collection, the place of the audiovisual specialist in the administrative structure, and the appropriate methods of cooperative use of the materials.

The ACRL Audiovisual Committee, a subcommittee of the ALA Audiovisual Committee, is currently updating its *Guidelines for Audiovisual Services in Academic Libraries*. Dr. Mary B. Cassata is responsible for the bibliography for this publication.

The Standards Committee of the Reference Services Division (RSD) plans a fall survey of selected libraries to determine the present methods used by libraries in planning, measuring, and evaluating reference services, with a report to the RSD Board at the Midwinter Meeting, Chicago, January 1970.

A statement of the functions of state consultants on public library services to children, developed by the ASL Discussion Group of State Library Consultants on that topic, has been submitted to the ASL Executive Board for approval at Midwinter 1970.

The Adult Services Division (ASD) Standards Development Committee prepared a preliminary statement entitled "Library Services-A Bill of Rights for Adults." Publication in the ASD Newsletter, AHIL Quarterly, Social Responsibilities of Libraries Round Table Action Memo, and Library Journal has elicited varied comments and suggestions in addition to those received at the Annual Conference, Atlantic City, June 1969. The committee plans to submit a revised statement to the ASD Board at Midwinter Meeting, Chicago, January 1970. and to publish the final statement widely.

In implementation of a recommendation of the Special Projects Committee of AHIL, an interdivisional committee with AASL, the Children's Services Division (CSD) and the Young Adult Services Division (YASD) has been established to develop guidelines for personnel working with children and young people in special situations, such as those having disabilities, or those who are in hospitals and other institutions, or who have been recently released.

And another kind of standard is needed. Although the MARC II format for the communication of bibliographic data in machine readable

form has been submitted to Committee Z39 of the United States of America Standards Institute and has become a draft standard, the fact remains that no computer printer has the ability to reproduce all the characters which might appear on the MARC tapes. Because of present limited printer character sets, editing of MARC System data is difficult even for the Library of Congress. The Information Science and Automation Division (ISAD) is attempting to interest manufacturers of computer printers in producing a "standard" library character set which will guarantee the reproduction of the complete MARC record.

Standards developed by the Library Technology Project (LTP) are described in Chapter VII, Research and Development.

Studies and Projects. Studies and projects for the development and extension of library service are in various stages of completion. The School Library Manpower Project funded by the Knapp Foundation of North Carolina and administered by the American Association of School Librarians (AASL) has completed a survey to identify the tasks performed in school libraries. The results of the survey, conducted by the Research Division of the National Education Association. were received by the Advisory Committee of the Project at its fall meeting. The survey report will serve as base data for the Task Analysis Committee as it develops new job definitions for school library personnel. Highlights of the study will be published in American Libraries and the full report of Phase I will be published by ALA as a separate publication in the fall of 1970. The completion of Phase I will lead toward the development and funding of six experimental training programs in Phase II.

The ALA Audiovisual Committee AV Task Force Survey has been completed, and presented to the Committee with recommendations for the establishment of national services to support educational media programs and services in libraries. The Committee will study the report and take steps for implementation of such recommendations as it finds feasible.

The continuing Jaycees "Good Reading" Program, in which children's books are exhibited at book fairs with the cooperation of state library agen-

cies, is sponsored by the United States Jaycees with an ALA Advisory Committee and a Children's Services Division (CSD) Advisory Committee, with regular revisions of the book lists by the CSD committee. A revision of the basic brochure was completed late in 1969, and plans are being made for a new promotion of the program in 1970.

At the special request of the Jaycees, the CSD Advisory Committee provided a booklist for high school dropouts to be used in the new Jaycee Project "Operation Opportunity."

Project Every Library Board (PELB), an effort by the American Library Trustee Association (ALTA) Special Committee on Library Service to the Disadvantaged, was inaugurated with a skit presentation at the Annual Conference, Atlantic City, June 1969. PELB recommends that one meeting of each library board of trustees be devoted to evaluating the library's program of service to the total community. Over five hundred kits of materials to assist this local discussion have been distributed and workshop presentations have been made in New York, Idaho, Illinois, New Mexico, and North Dakota.

The Catalog Use Committee of the Reference Services Division (RSD) has begun a survey of the use of book catalogs in selected libraries. It plans to publish the report in RQ.

The Adult Services Division (ASD) and RSD Committee on Orientation is conducting a literature search for ideas and trends in customer orientation ideas and techniques for the use of the committee and/or publication.

Other studies and projects are in the beginning stages. The Library Services to the Disadvantaged Child Committee, CSD, is preparing guidelines for library programs for young children, including work with day care centers.

A proposal for a demonstration project in library service in correctional institutions for youthful offenders, developed by the Research Committee of the Association of Hospital and Institutional Libraries (AHIL), is being prepared for submission to the ALA Executive Board at Midwinter.

The ALA Coordinating Committee on Library Service to the Disadvantaged held hearings at the Annual Conference, Atlantic City, June 1969, at which various units of ALA reported on their activities in this area of con-

cern. The Committee met in the fall to review the transcript of the hearings, and to identify gaps and overlaps in the total Association program. Letters analyzing the activities and making recommendations for continuing or future action have been sent to presidents or chairmen of units. Further areas of action and principles governing Association action have been identified by the Committee.

Meetings. During 1968-69 the Information Science and Automation Division (ISAD) Special Institutes Subcommittee of the Conference Program Committee supervised nine ISAD/LC MARC Institutes and cooperated in two others, in Washington, D.C. and the University of Hawaii. Now that machine readable bibliographic records are being sold by the Library of Congress on a production basis, the Institute presentation has been altered to reflect the use of the MARC II System. A preconference institute to the annual conference of the American Society for Information Science, September 29-30, 1969, was the first presentation of the MARC II Institute. The attendees were divided into regular and advanced groups and the staff from the Library of Congress was chosen accordingly. Additional institutes at Washington, D.C. (March), Chicago (April), Boston (May or June), Philadelphia (October) and Los Angeles (November) are being scheduled.

Following the successful Tutorial Sessions offered by ISAD at the Annual Conference, Atlantic City, June 1969, the Tutorials Subcommittee of the Conference Planning Committee is offering five two-day seminars on Basic Machine Functions, Elementary Systems Analysis, and Library Automation Applications. The first session will be offered in January 1970 in cooperation with the District of Columbia Library Association and the Smithsonian Institution. Attendance will be limited to ninety persons. Attendees will receive instruction in groups of thirty. Tentative locations for four more such sessions are Minneapolis, Seattle, Boston, and New Orleans. The cooperation of the state or regional library association has been solicited in each case.

ISAD, Reference Services Division (RSD), and the Resources and Technical Services Division (RTSD) received word in June 1969 that the U.S. Office of Education (USOE) has

made a grant of more than \$135,000 to fund a Conference on Interlibrary Communication and Networks. This 1970 invitational conference will study the legal, administrative, and technical development of library networks.

Publications. The 1969 revision of Let's Read Together by a joint committee of the Children's Services Division (CSD) and the National Congress of Parents and Teachers was published in September and is being actively promoted by CSD.

A complete revision of *The School Librarian and the Partially Seeing Child* is being made. The new title will reflect the change from "partially seeing" to "visually handicapped." The final editing for developments in the area of the visually handicapped is being completed by the personnel at the American Foundation for the Blind, Inc., in New York.

The AFL/CIO-ALA (ASD) Joint Committee on Library Service to Labor Groups published A Step-by-Step Plan for Improving Library Service to Labor Groups, a leaflet listing ways the library can serve labor groups and listing services the labor union can ask of the library. Distribution is through ASD.

A manual, to be published by ALA Publishing Services in 1970, will explain procedures for implementing the "National Interlibrary Loan Code, 1968" and the "Model Interlibrary Loan Code for Regional, State, Local, or Other Special Groups of Libraries," developed by the Reference Services Division (RSD) Interlibrary Loan Committee and adopted by the RSD Board of Directors, speaking in its area of responsibility for ALA.

The RSD Cooperative Reference Services Committee is compiling a directory of cooperative reference service ventures for publication in Fall 1970, and will publish a revised bibliography on cooperative reference services in *RQ* in 1970.

The report of the Conference on the Future of General Adult Books and Reading in America will be published by ALA Publishing Services as a guide for holding similar regional or state conferences, and a report of the implications of the conference. The conference was supported by a grant to the Publishers Liaison Committee of the Adult Services Division (ASD) from the J. Morris Jones-World Book Encyclopedia-ALA Goals Award.

Public Library Reporters on Public Library Service to Institutions, In-service Training, and Successful Bond Issues are in preparation by editors chosen by the Public Library Association (PLA) Publications Committee.

The Editorial Committee has commissioned three works: a publication on adult services in public library systems, covering educational services to adults in public libraries, and addressed to library administrators, practicing librarians who wish background in this field, and library school students; a report of a U.S. Office of Education study grant of major metropolitan libraries, services in inner cities, and implications for library education: and a brief manual of practical advice and tried methods of storytelling applicable to the library situation but useful to all storytellers.

The Committee on Community Use of Academic Libraries of the Association of College and Research Libraries (ACRL) has compiled the results of its survey, Community Use of Junior College Libraries, and the manuscript is being submitted for publication.

The Committee on Extension Library Service of the ACRL University Libraries Section is compiling a directory of extension libraries. ACRL is publishing Monograph #31 of the Monograph Series, The Undergraduate Library by Irene Braden, and Monograph #32, Interlibrary Loans in Academic Libraries by Sarah Thomson. The ACRL Junior College Libraries Section Instruction and Use Committee is currently compiling its Bibliography and Scripts Dealing with Instruction and Use of Libraries.

The production of audiovisual materials constitutes another publishing activity. A series of filmstrips for students on the use of the media center at the high school level is planned. One filmstrip will give an overview of the library and other filmstrips will be directed to the use of specific tools in the library.

The Slides Project Committee, Young Adult Services Division (YASD), expects to complete its work on a filmstrip for general distribution showing varied activities in library service to young adults by the 1970 summer conference in Detroit.

A YASD committee arranged to have duplicate copies made of tape recordings in the ALA Headquarters Library related to work with young adults so that requests for these, on interlibrary loan, can be filled more promptly.

A film proposal "Sharing Reading Experiences through Discussion"—developed by the Research Committee, Children's Services Division (CSD), following approval by the ALA Executive Board—was submitted to a Foundation for consideration for funding.

Important publications are published in journals. New study discussion programs are reviewed in the ASD Newsletter as received. The Publications Advisory Committee Subcommittee to Evaluate Study Discussion Programs will investigate the use made of them by libraries and publish a list of those recommended annually in the Newsletter, as a supplement to Study Discussion Programs: a Guide to their Selection and Use.

Library Services to the Disadvantaged, fifth in the new series of Guides to the Literature of Adult Services will be published in the ASD Newsletter. Each of the five current titles is available from ASD as a separate.

"Survey of Library Programs under the Older Americans Act" is a report of a survey conducted by the ASD Committee on Library Service to an Aging Population published in the ASD Newsletter for Spring 1969.

A selected part of the "Bibliography of Magazine Articles on Elementary School Libraries" was published in the National Education Association Today's Education. Reprints of that partial list were made available to the American Association of School Librarians (AASL) by the Editor of Today's Education. The completed bibliography has been duplicated and is available from the AASL office.

Problems of Denial and Curtailment of Services. During ALA's Annual Conference, Kansas City, June 1968, Council passed a resolution directing the Intellectual Freedom Committee (IFC) to conduct a study of the legality and feasibility of establishing a support fund to help librarians who, in defending intellectual freedom principles as embodied in the Library Bill of Rights, resign under duress, or are fired. A second part of the resolution charged the IFC with conducting a study of the feasibility and legality of developing a program of action to be used in regard to institutions violating the spirit of the Library Bill of Rights.

At the Annual Conference, Atlantic City, June 1969, the Committee proposed the Program of Action in support of the Library Bill of Rights. The Program, approved by Council on June 27, 1969, provides an investigatory mechanism to be used in situations where librarians have resigned under duress, or have been fired owing to their defense of intellectual freedom principles.

In implementing the Program of Action, it quickly became apparent that a support and defense fund was not only a necessary adjunct but a logical next step. In early August, the executive director directed the ALA legal counsel to proceed with the steps necessary and appropriate to the establishment of such a fund. The result was a proposal for a Freedom to Read Foundation, approved by the ALA Executive Board during its 1969 fall meeting. The Foundation was then incorporated. The purpose of the Foundation is to promote and defend intellectual freedom as it relates to libraries through the provision of financial and legal support under certain specified conditions.

Among the duties of the Office for Intellectual Freedom is the development of materials and information relative to promoting and defending the concept of intellectual freedom. In line with this, the Office is working in cooperation with representatives of the National Book Committee and the American Book Publishers Council to develop a new statement to serve the 1970's in the manner that the "Freedom to Read Statement" served the 1950's and 1960's. The new statement will concentrate on the promise of the first freedom. Its prime concern will be free expression in an open society as an alternative to violence and coercion. The statement will also consider the duties and responsibilities of publishers and librarians in helping to create such a society.

The American Association of School Librarians (AASL) in reaffirming its belief in the Library Bill of Rights has approved a revised School Library Bill of Rights for School Media Center Programs for final editing and publication.

In an effort to reach every board of trustees, not just its own members, with materials on the importance of the support of intellectual freedom, the American Library Trustee Association (ALTA), with the cooperation of the American Association of State Libraries (ASL), is requesting state library agencies to reproduce and distribute materials from the Office of

Intellectual Freedom to the boards of trustees in their own states.

Acquiring and Organizing Library Materials

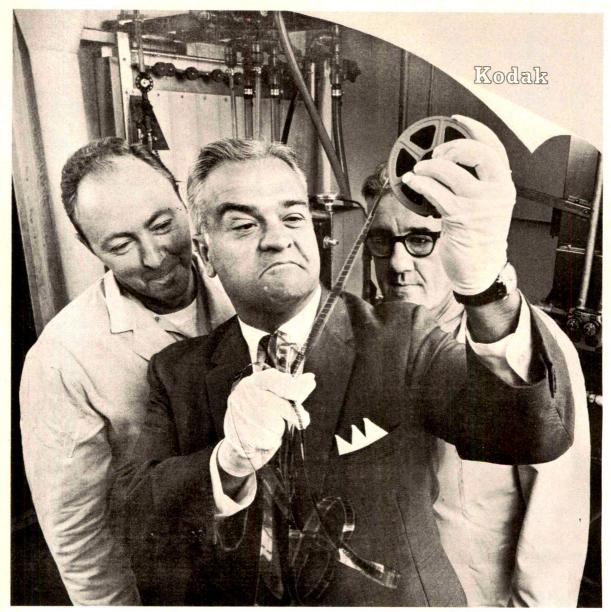
Studies and Projects. A subcommittee of the Reference Services Division (RSD) and the Resources and Technical Services Division (RTSD) Interdivisional Committee on Public Documents plus representatives of the American Association of State Libraries (ASL) has commissioned Indiana University to prepare a proposal for a survey of federal and state documents, their patterns of distribution, bibliographical control and use and to submit it at the Midwinter Meeting, Chicago, January 1970. Following acceptance of the proposal by the three divisions, the Executive Board will be asked for approval to seek funds.

Publications. Purchasing Library Materials in Public and School Libraries, by Evelyn Hensel and Peter D. Veillette, a study of purchasing procedures and the relationships among libraries, purchasing agencies and dealers, was published in October 1969. The book is the product of a study jointly sponsored by the Resources and Technical Services Division (RTSD) Acquisitions Section and the National League of Cities under a Council on Library Resources grant.

Two new works are in preparation. The information presented at the 1969 preconference institute on "New Dimensions in Acquisitions," sponsored by the American Book Publishers Council—RTSD Joint Committee, is to be published by ALA. Mr. and Mrs. Daniel Melcher are editing the material under the title *Guidelines*. A new text on technical services, directed to beginning graduate students, but useful to supportive staff in cataloging, administrators, and computer people, is in preparation for publication in early 1970.

Several titles will appear in new editions. The second edition of *International Subscription Agents: An Annotated Directory* was published in June 1969. This completed the work of the RTSD Acquisitions Section and Serials Section Joint Committee to Revise the List of International Subscription Agents. A new edition of *Serial Publications*, bringing the earlier work up to date and in keeping with present trends and practices, is in preparation.

Some important works appear in



Ted Montuori hates dirty pictures.

Ted is in charge of Kodak's entire microfilm processing operation. And it drives him wild to see film smeared or smudged. Because beneath that friendly exterior there lurks the steely heart of a perfectionist.

That's why all 40 Kodak microfilm labs are staffed with white-gloved perfectionists, too. They hand-inspect every roll that's developed. Answer customer questions. Maintain strict security on classified information. And even ship security copies direct to microfilm vaults on request.

What it boils down to is this: Kodak backs its microfilming equipment and superior films with superior, personalized service. At no extra cost to you.

To clarify the picture still further, talk to a Kodak systems expert. Or write Eastman Kodak Company, Business Systems Markets Division, Department ZZ-4, Rochester, New York 14650.

Kodak Microfilm Systems

periodicals. "Commercial Processing Firms; A Directory" by Barbara Westby, Chairman of the Commercial Processing Firms Committee of RTSD, was published in the spring 1969 issue of Library Resources & Technical Services. This is a list of more than fifty firms including information about the services offered. As an introduction to the list, Miss Westby has prepared guidelines to assist libraries wishing to select such a firm. The RTSD Centralized Processing Committee is also submitting to Library Resources & Technical Services for publication a national list of academic and public library centralized processing centers.

Plans are under way for the writing and production of new publications. Mr. Paul Howard is making a design study to determine the scope and content of a proposed ALA handbook on binding for the RTSD Bookbinding Committee. The proposed publication, more than a revision of the *Library Binding Manual*, would be written by experts and cover all aspects of binding.

The RTSD Cataloging and Classification Section Audiovisual Media in Libraries Committee is submitting a proposal to the Executive Committee of the Section for a manual of procedures for processing nonbook materials in libraries.

Administration of Libraries

Studies and Projects. The Library Administration Division (LAD) is engaged in activities concerned with administrative principles and practices applicable to all types of libraries.

The Code of Ethics Committee of the LAD Personnel Administration Section (PAS) presented its recommendations of a revised code to the PAS Executive Committee in August 1969 for discussion by the PAS Executive Committee and the LAD Board of Directors at the Midwinter Meeting, Chicago 1970.

The Salary Goals Subcommittee of the PAS Committee on Economic Status, Welfare and Fringe Benefits has developed a proposal for the surveying of librarians' salaries, publication of data regarding salaries, and the establishment of salary goals. Work on the proposal is allied to the preliminary salary and status survey of academic libraries of the Council on Library Resources (CLR) to be completed in the spring of 1970.

The PAS Committee on Economic Status, Welfare and Fringe Benefits is working with insurance brokers on the development of a new ALA group retirement plan, for consideration at the Annual Conference, Detroit 1970.

The Statistics Coordinating Committee of the LAD Library Organization and Management Section (LOMS) will complete its work on a National Plan for Library Statistics project in 1969 and forward the Plan to the U.S. Office of Education (USOE) National Center for Educational Statistics. The Plan, which was reported on in a program presented during the Annual Conference, Atlantic City 1969, will be published by LAD in early 1970.

Sample budgeting materials from all types of libraries are being collected by the Budgeting, Accounting and Costs Committee of LOMS for publication within the year.

The ALA Headquarters staff continues to serve in an advisory capacity to the United States Employment Service (USES) in the establishment and operation of a year-round national registry service. The National Registry for Librarians, Professional Placement Center, 208 S. LaSalle St., Chicago 60604, is a central repository to which librarians and those who employ them may send applications and position vacancy notices for placement service at the ALA Annual Conferences and Midwinter Meetings.

Other units of the Association are concerned with more specialized administrative matters. The Association of College and Research Libraries (ACRL) has established a permanent Committee on Academic Status charged with the investigation of the status of academic librarians across the country.

A proposal for a study of the legal and administrative structure and statutory responsibilities of state library agencies, prepared by the Model State Library Law Committee, was approved by the Executive Board of the American Association of State Libraries (ASL) at the Annual Conference, Atlantic City, 1969. Wayne State University will seek funds for the project from USOE Center for Educational Research.

The Resources and Technical Services Division (RTSD) Technical Services Costs Committee is working with the ALA Office for Research and Development (ORD) to develop studies of the time required for vari-

ous technical service tasks. The committee felt that time studies rather than dollar costs would have more long-range validity for determining the cost of technical services operations.

Several units of the Association have been asked to study recommendations pertaining to their responsibilities in the 1968 reports of the ALA Committees on Freedom of Access to Libraries and Manpower Problems. A subcommittee of the PLA Board of Directors will report to the full Board on means of implementing the recommendations at the Midwinter Meeting, Chicago 1970, and the Special Projects Committee of the Association of Hospital and Institution Libraries (AHIL) will meet after Midwinter to begin its study of the Manpower Problems Committee report.

Meetings: The Personnel Administration Section (PAS) of the Library Administration Division (LAD) will hold a preconference institute on Library Collective Bargaining at ALA Annual Conference in Detroit, June 1970. Administrators, library trustees, and librarians will be encouraged to attend.

Publications. The American Association of School Librarians (AASL) Guides and Manuals Committee has collected, reviewed and placed an upto-date collection of school library guides and manuals in the Headquarters library. These are available on standard interlibrary loan forms.

Several important works on administrative topics were published in 1969. Among them was Public Library Trustees in the Nineteen Sixties by Mildred Batchelder, a state-of-the-art report, commissioned by the Publications Committee of the American Library Trustee Association (ALTA): Library Response to Urban Change, the report of the findings of the survey by Lowell A. Martin and others of the Chicago Public Library system; Institutional Library Services: A Plan for the State of Illinois, a comprehensive plan to revitalize institutional library services in Illinois with a strong emphasis on rehabilitation of their residents; proceedings of the Library Administration Division (LAD) Preconference Institute on Library Equipment, Annual Conference, New York 1966, entitled Procurement of Library Furnishings, Specifications, Bid Documents and Evaluation; and the report of the Ad Hoc Statistics Committee

on the Physical Facilities of Libraries of the LAD Library Organization and Management Section (LOMS), The Measurement and Comparison of Physical Facilities for Libraries.

In 1969, LAD also compiled and published revised lists of library consultants; bibliographies of planning for academic, public and school libraries; lists of building materials available from ALA; and new bibliographies on collective bargaining, library administration, and noteworthy school library facilities.

The article entitled, "Nonprofessionals and Cataloging: A Survey of Five Libraries," by Joseph A. Rosenthal, prepared at the request of the Resources and Technical Services Division (RTSD) Cataloging and Classification Section, Cataloging Policy and Research Committee, was published in the summer 1969 issue of Library Resources & Technical Services.

In 1970 publication plans include organization charts for academic, public, school and special libraries assembled by LAD-LOMS; proceedings of the LAD Buildings and Equipment Section (BES) Preconference Institute on Library Buildings, Annual Conference, San Francisco 1967, cosponsored by the Information Science and Automation Division (ISAD), entitled Building Implications of Library Automation; and Sights and Sounds of Libraries, prepared by the Leaflets Subcommittee of the Publications Committee of the LAD Public Relations Section.

The ALA Editorial Committee anticipates publication of two books on phases of administration in 1970. One is a work on school library supervision at the city, county, and state levels and indicates trends for the future; the other a reworking of a dissertation on the Origin and Development of the United Nations Library, the development of administrative policy in the Library, the implementation of these policies, divers loci of the Library in the administrative structure of the UN, and a chapter on the physical accommodations of the Library.

Other Editorial Committee works in preparation include: a new edition of the late Ellen Jackson's Manual for the Administration of Federal Documents Collections in Libraries; a work exploring the role and functions of the public library working within a system and the role and functions of the system; and an expanded, in-depth

treatment of the Newark Public Library episode in which the library's existence was threatened for lack of funds.

Research and Development

The Office for Research and Development (ORD) assists ALA units in the following major ways. It serves as a clearinghouse for information on research applicable to library service and librarianship—whether planned, in progress, or very recently completed-and on the organizations engaged in such research. It assists in identifying those areas in library service and librarianship in need of study and research and stimulates appropriate research to correct the problems. ORD evaluates proposals and programs for the Executive Board and is available to advise ALA units on their proposals before submission to the Executive Board.

Library Technology Program. The Library Technology Program (LTP), an integral part of ORD, marked its tenth anniversary on May 1, 1969. It continues its search for ways by which modern technology and scientific management can improve library operations and services. To this end, it evaluates library equipment, supplies and systems, and conducts systems studies; works on the development of new or improved items of library equipment and promotes improvements in existing equipment; concentrates on its efforts to develop performance standards for library equipment and supplies; and continues with its individualized information service to the library profession.

The Council on Library Resources, Inc. (CLR), has made a grant of \$15,000 for a period of seventeen months, for the director's Discretionary Fund. It will, in part, finance the continuation of several small programs and aid in the completion of others.

The project which is supported by a grant from CLR in the amount of \$50,125 for a test program of audiovisual equipment has been extended to March 1970.

A grant in the amount of \$15,760 was made by CLR to support a microform reader test program. The program, to run for twelve months, calls for testing and evaluating ten microform readers suitable for existing microfilm, microfiche, and micro-opaque readers. Test results will be published in *Library Technology Reports*.

Six meetings were held, and others are planned, to promote wider acceptance and approval of the three provisional binding standards approved by the Special Libraries Association (SLA) and ALA. The Library Binding Institute has changed its position from last year when it supported the proposed workmanship and durability standards, but not the openability standard, and now accepts the openability standard. An experimental binding contract, drafted by the Federal Library Committee and based on ALA's standards for library binding developed by LTP, has been used by the Library of Congress for its new contract with a major bindery. At least two major university libraries have recently adopted the same standards as part of their binding contracts in order to take advantage of new materials and methodologies available to the binding industry.

Discussions will be held to study the possibility of applying the performance standards developed for library binding to trade binding. Those participating in the discussions will be LTP, the American Book Publishers Council, and the Book Manufacturers Institute.

Conversations among a group representing librarians, publishers, manufacturing binders, and paper manufacturers are planned to encourage the use of permanent/durable paper in the manufacture of books. The groups involved are LTP, representing librarians, the American Book Publishers Council, the Book Manufacturers Institute, and the American Paper Institute.

Preparation and printing of a Test Chart for Copying Machines was completed for Subcommittee 3 of the American National Standards Institute, Inc. (ANSI), formerly USA Standards Institute, Committee PH5, and is now being field tested on a selective basis. The chart serves as a working model from which a final guide will be made suitable for determining the copying quality and ability of single sheet copying machines.

The second draft of the proposed performance standard based on tests on wooden card catalog cabinets in a program to establish performance standards for wood library furniture by Subcommittee No. 2 on Library Furniture of the ANSI Sectional Committee Z85, Standardization of Library Supplies and Equipment, has been

prepared and distributed for criticism and comment.

Staff work on a proposed performance standard for bracket-type steel library shelving has been started by LTP for ANSI Subcommittee No. 1 on Steel Bookstacks of Committee Z85. The second draft of the standard has been distributed to the subcommittee for comment.

In the chair test program, initiated in August 1967, all plastic molded chairs without arms are either under test or have been completely tested, and all plastic chairs with arms are now under test. Wood chair testing will begin upon completion of the plastic chair test program. Major purposes of the program are to make it possible for purchasers to select suitable chairs by identifying specific data, and to determine whether performance standards can be postulated which later might be used to establish manufacturing specifications. LTP expects to be engaged under contract in testing several categories of furniture for library use, and is evaluating a number of wood testing laboratories to ascertain their capability for the work.

The carpet wear tester validation test, developed jointly by LTP and the Institutional Research Council, has been completed. Patent application for the testing device has been filed, and LTP is in process of locating a manufacturer and marketer for it. It is predicted that the device will replace the National Bureau of Standards carpet wear tester.

The Smyth Cleat Sewing Machine, taken over from LTP last year by the Smyth Co., Bloomfield, Connecticut, is now fully paid for, one calendar quarter ahead of schedule. The prototype machine is to undergo field tests in a bindery before being put into commercial production.

Based on the model policy developed by LTP, a new improved insurance package offering libraries better all-risk protection is expected to be available this year under the sponsorship of the Hartford Insurance Group.

In the coming year, LTP expects to serve as a consultant on library theft detection systems, a multi-copy labeling device, improvement in the SE-LIN labeling system, and the design of a new library furniture line.

LTP sponsors an extensive publication program. Subscriptions to the bimonthly service, *Library Technology Reports*, continue to increase steadily. At the end of fiscal 1969 subscriptions totalled 1095, including 68 multiple and 95 foreign subscriptions. Results of important testing and evaluative programs such as those on audiovisual equipment, library furniture, bracket type steel shelving and wood card catalog cabinets were published in the *Reports* during the year.

LTP's series of publications on the conservation of library materials continues under a grant from CLR.

The second, revised edition of Carolyn Horton's Cleaning and Preserving Binding and Related Materials, the first pamphlet in the Conservation of Library Materials project, was published in November 1969. For the new edition, the author has updated and expanded the bibliography, made certain necessary changes in the recommended list of supplies and equipment, included a summary of tests carried out on various commercially available book-cleaning and conditioning products, and added an alphabetical index.

The manuscript for the second pamphlet in the series on the restoration of leather bindings by Bernard Middleton, a British book restorer, has been received. Outlines for further manuscripts to be published in the project, one by Peter Waters on treatment of fire-and-water damage, and one by Anthony Werner on the problems of deacidifying paper, and of supporting weak and disintegrated paper, have also been received.

Publication of the ANSI standard for permanent/durable catalog cards, adopted in May, is anticipated for this year. The manuscript of the Acquisition of Science Library Materials Study is now in the hands of ALA Publishing Services.

The program for Micropublishing Projects Evaluation has been revived and revised with the help of the Micropublishing Projects Subcommittee. A continuing series of reviews in *Choice* is projected for the future.

Field work on the evaluation of two new circulation control systems has been completed, and the report is being edited for publication in *Library Technology Reports*. LTP is working on a proposal for a new, comprehensive circulation control study.

Early in fiscal 1968-69, the director of LTP and the ALA conference manager negotiated with several European library supply firms to exhibit at the ALA Annual Conference, Atlantic City, June 1969. The result was the first

European Equipment Show at which seven companies representing eight European countries held a coordinated exhibit. Its purpose was to give library supply companies in the U.S.A. and Europe the opportunity to see new products, to exchange information, and to make business agreements for licensing the manufacture of various products. During the conference, LTP organized two meetings for the business group that participated in the show with their American counterparts. Plans are being made to hold a second European Equipment Show at the Annual Conference, Detroit, June 1970.

Other Studies and Projects. At the recommendation of the Special Projects Committee of the Association of Hospital and Institution Libraries (AHIL), the division is cooperating with LTP on a study of currently available page turners to identify or develop a page turner that will be both easier to operate and less expensive than those commonly in use.

A research proposal, prepared by the Endowment Fund Committee of the American Library Trustee Association (ALTA), was approved by the ALA Executive Board at its fall meeting. The proposal seeks to discover basic data about trustees, their duties, authority, and background, in order to provide a base for trustee training programs which could lead to improve public library service. Funds will be sought for its implementation.

Two tools in abbreviation decipherment commissioned by the ALA Editorial Committee are in preparation: acronyms and abbreviations in the field of information science and data processing; and acronyms and initialisms in education and the behavioral sciences.



CHICAGO, ILLINOIS 60611

A Casebook of School Library Services

MARY LOUISE MANN

Many innovative ideas are currently being developed in school media centers throughout the country. The implementation of these new and unique ideas has come about largely through the efforts of imaginative, creative, and farsighted media specialists who have had the support of their administrators in giving stimulus to the programs.

For the preparation of this casebook of innovations, media specialists or library supervisors in ten school systems were asked to describe an innovative program or service in that particular system. Each person was asked to emphasize the problems involved in setting it up, and to make recommendations for others who might wish to develop or implement similar innovations. The points to be covered were: 1) a general description of the program; 2) the objectives in the development and implementation of this program; 3) how the program was funded; 4) whether the program will be terminated by a cut in funds or will be continued; 5) the

length of time involved in planning. developing, and implementing the program and who was involved; 6) the steps and procedures followed in the implementation of the program; 7) the evaluation that has been undertaken in terms of meeting the above stated objectives; and 8) the barriers or problems that have been met in the development and implementation of the program, how these have been met and solved, what approaches could be recommended for others in the development of a similar type of program, and how problems can be avoided.

Included in this casebook are such innovations as: the use of closed circuit television for storytelling and for in-service training; involvement of the library in an outdoor education project; library service to blind and partially seeing children; a community effort to establish a media center; use of a computer for centralized cataloging and listing of a system's library holdings; use of paraprofessionals; mobile units for in-service

training; unusual design of physical facilities; joint use of two collections by college and elementary school pupils; use of the library for demonstration purposes in teacher education; and intershelving of print and nonprint materials.

Most of these programs and services were carefully evaluated after being in operation for a period of time, and in most cases the author of the article has indicated some problems encountered and has offered suggestions to others who might wish to adopt a similar type of program. Obviously the most common problem was lack of materials, time, and staff—particularly those with varied competencies. The importance of careful advance planning, involving teachers, administrators, students, and parents, was mentioned in several instances.

These examples of innovative practices are merely a few isolated instances of excitingly new and different approaches to school library service. Throughout the country there are doubtless many others equally worthy of mention. But here you have the views of a few media specialists who obviously have had both vision and the staying power to make library service a dynamic reality.

Mobile educational technology

Board of Education of Baltimore County, Maryland

DONALD MERRYMAN

Baltimore County's Mobile Educational Technology Project is an inservice training program designed to help classroom teachers use educational technology for more effective learning. Operating since the fall of 1967, this unique program has served

more than four thousand teachers in ninety-seven public and nonpublic schools, actively involving them in an individualized approach to in-service work. Two custom-built, completely equipped mobile units, with a total staff of fifteen media specialists, take the program to the teachers in their own schools; the teachers are assisted during the school day by the media specialists either on the mobile unit or in the classrooms. The media specialists are all former classroom



teachers and perform many services such as teaching the skills of operating audiovisual equipment, helping teachers in the techniques of producing slides, tapes and transparencies, teaching demonstration lessons in the classrooms using a multimedia approach, assisting teachers in the rearrangement of their classrooms for more functional use of multimedia, and helping them in the selection and effective utilization of a variety of print and nonprint media for large group instruction, small group study, and independent learning. Released time is provided for teachers to work in grade groups, subject area groups, or in a one-to-one relationship with the media specialists.

Objective. This program helps teachers learn how to use educational technology for a more effective learning program, through the achievement of the following more specific objectives:

- 1. To help teachers overcome the fears of using technological hardware by teaching them the skills of operating audiovisual equipment.
- 2. To help teachers learn how to use the great wealth of multimedia (hardware and software) for large group instruction, small learning groups and for independent study.
- 3. To help teachers learn how to produce simple instructional materials economically and efficiently.
- 4. To create an awareness of the need for children to use audiovisual equipment and nonprint materials in their learning programs in addition to the print materials they have traditionally used.

Time and personnel involved in

planning and development. The Title III ESEA Director was employed in February of 1966 to form and work with various advisory groups to study the problems and needs of Baltimore County schools. A year's study, including traveling to various school systems throughout the country and the services of several consultants resulted in the in-service training program in educational technology receiving top priority. Several advisory committees were composed of representatives from the nonpublic schools in the country, classroom teachers, principals and vice-principals, and selected members of the central office staff who were responsible for curriculum and instruction. The project was submitted in the spring of 1967 and funded July 1 of that year.

Funding. The program was financed under Title III of the Elementary and Secondary Education Act, with the Board of Education of Baltimore County assuming a greater share of the cost of operation each year.

	Fed. Funds	Cnty. Funds
Phase I	\$156,013.00	
Phase II	273,710.00	\$ 63,010.00
Phase III	214,514.00	199,849.00
	\$644,237.00	\$262,859.80

In implementing this program there were three steps that were followed.



The first step, or Phase I, encompassed the year 1967–68. First a mobile unit was designed, custom-built, and stocked with the hardware and software needed to operate the program. Interviews were held, a staff selected and a summer workshop conducted in preparation for the inservice training. During the first year, twenty-four public and nonpublic elementary schools were visited and 823 classroom teachers involved in the training program.

In Phase II, 1968-69, a second mobile unit was designed and built, interviews conducted and a staff se-

lected to extend the program to the teachers of the junior and senior high schools of the country. The elementary mobile unit continued its program to additional schools. The combined staff of both units served thirty-five schools and 1566 teachers.

This present year during Phase III, 1969-70, both units are scheduled to visit thirty-eight additional schools. A graphic artist-photographer has joined the project to begin producing nonprint teaching materials for those areas of the curriculum unique for Baltimore County, where nothing is available on the commercial market. Two media specialists have been assigned to the staff of four elementary schools. Each specialist is sharing his time between two schools, working with classroom teachers to achieve the same project objectives as previously listed. This is another approach to the problem of in-service help and one that will be able to offer a continuous program for the improvement of instruction, as opposed to the one-time opportunity offered by the single visit of the mobile units. It is a small step toward meeting staff requirements as recommended in the Standards for School Media Programs.

Evaluation. Conclusions drawn from results of evaluation studies indicate that: Teachers in all schools served by the project use nonprint materials to a greater extent than prior to the training. Teachers are using audiovisual hardware more frequently and with greater confidence and ease. Teachers continue to use the skills taught during the in-service training to produce their own slides, tapes, and transparencies for teachers. More teachers are using a variety of media for small group learning and independent study. Libraries are becoming media centers of a variety and ever-expanding quantity of nonprint materials in those schools visited by the mobile units.

Barriers and problems. The greatest barrier to full implementation of the project is the lack of funds in each school to purchase the hardware and software requested by teachers. Not only has the project resulted in frequent use of equipment and materials that once collected dust, but teachers' demands are greater than the supply available. The audiovisual allotment to each school is quite small and limits the progress that can be made in reaching the goals es-

tablished by the teachers. A number of P.T.A.s have generously supported the program through priority budget items. This has been an invaluable assistance to many schools, but those in less affluent communities have been unable to receive additional financial support.

Title III projects are costly and as federal funds quickly phase out over a three-year period, the individual school system is expected to continue successful ventures with local support. In Baltimore County the central office staff and Board of Education have been most cooperative and have assumed a greater portion of the project cost each year. The greatest barrier, however, has been the cut in the education budget by the county government officials. The project suffers from these drastic cuts, yet the success of the operation ultimately depends upon the approval of the County Executives.

Dissemination of project information, including printed bulletins, news releases, TV coverage and visits to the project, has been used to gain support. This has reached parents, lay citizens, Board of Education members, state congressmen and county government officials.



Recommendations. Although the project has made a tremendous impact in a short period of time and some central office personnel have termed the results as having caused a mild educational revolution, far more help is needed in more schools than can be presently offered.

To place a full-time media specialist in all 149 county schools would have been a financial impossibility. It would also be impossible to find that number of capable, qualified, professional media specialists. It is believed, herefore, that with the funds and staff that were available the approach used in the project has made greater educational advancement than any other method and that the funds have been invested wisely.

An educational tool for all

Southport High School, Metropolitan School District of Perry Township, Indianapolis, Indiana

GEORGIE J. GOODWIN

The Instructional, Cultural and Resource Center at Southport High School was in the planning stage at the time proposals were first being accepted for Title III of the Elementary and Secondary Education Act. The funding of Perry Township's proposal under this Act made it possible to add features that were not covered by the local budget. The Center serves the total instructional materials needs for the 2700 student and 122 teachers of the high school, and provides some system level services for the entire township. Each of the nine public elementary schools, the two public middle schools, the six nonpublic elementary schools, and the one nonpublic high school has an instructional materials center. Seldom used or prohibitively expensive materials are provided by the Center to the other schools through a daily delivery service. All materials for the centers in the public schools are purchased, cataloged, and processed through the Center although selection for each individual school is done by media specialists, teachers, administrators, and students in each school. Consultant service is also provided.

The quarters of the Center consist of thirteen rooms. The circulation area houses the card catalog as well as the circulation desk, and library clerk's desk. The faculty reading room houses a professional library which serves the entire township. The seminar room may be used by one class when the teacher wishes to talk with the students part of the period and have them work with materials

too. A movable partition converts this room into two conference rooms. The reading room, divided into curriculum areas by counter height shelving, seats two hundred students. Three librarians have desks here. Teachers may reserve any section at any time to bring their class as a group. The shelving of materials by curriculum areas presents no problem to students in locating materials. The twenty carrels around the perimeter of the reading room are wired into a library listening system.

The listening and viewing room contains carrels with equipment for using 8mm films, filmstrips with sound, microfilm, disc and tape recordings, and 16mm films. Individual use of all these materials, particularly 16mm film, has proved to be both enjoyable and educational for students and teachers. Easy access to equipment encourages previewing of materials by teachers. Audiovisual materials are placed on open shelves in the reading room. They are classified according to the Dewey Decimal System and are processed to include the regular loan card such as those used for books. The portable, locally-made, recording studio includes a tape deck, turntable, AM-FM radio, and two microphones. Equipped with wheels, it can be taken to any part of the building.

The graphics room is always a busy place. Here transparencies designed by teachers are made, dry mounting is done, and lettering for signs or bulletin board captions is done by the instructional materials clerk or by student assistants. Here also tapes are reproduced, films are cleaned, and many other tasks are accomplished. The photography and dark room work is done by students or the instructional materials specialist whose office adjoins this room. There is also a room for storage of equipment. The sound recording studio, the director's office, the library office, the processing room, and the periodical room complete the quarters.

The program branches out into so many directions it is almost impossible to describe. Everything circulates. Extended hours make it possible for all students to have access to the Center for blocks of research time. The strongest part of the program is the utilization of materials by teachers. The cooperation of teachers in selecting and previewing materials, in making suggestions for expanding

and improving the program—plus their overall encouragement, enthusiasm, and patience—contribute a real service to the educational community. The Center truly belongs to all the teachers and to all the students.

Although ESEA Title III funds were extremely helpful, the grant was small in comparison to the investment of local funds. In July 1969 the three-year period of the grant ended and the local school district assumed the total budget to continue the program with few changes.

Many times questions concerning time involved in planning, developing and implementing the program are asked. These questions cannot yet be answered, and we hope they never will be. Teachers, administrators,



media specialists, and students are still planning, developing, and implementing the program. Planning started at least a year before the Center opened. The Center opened for business two days after it was possible to start moving into the new quarters.

In an informal way, we are constantly evaluating various phases of the program. Much of this is done by the Center staff in regular staff meetings, by the Administrative Council—which includes all the department chairmen of Southport High School—and by the assistant superintendents, principals, and the directors of the Resource Center in conference. A formal evaluation of library skills and teacher utilization and attitudes toward audiovisual materials has been made.

Probably the most difficult task in establishing a resource center is selecting, recruiting, and training a staff. Once the staff stabilizes and becomes a team working together to implement the objectives and goals set up by the total school community, the program soars.

Superintendent of schools Frank Hunter, who at the time of the development of the Title III proposal

was charged with the directorship of the Instructional, Cultural and Community Resource Center, had this to say about the project:

We spent many hours in planning for and getting the proposal finally accepted by the state and national levels involved with Title III. These hours have been tremendously rewarding, since the Metropolitan School District of Perry Township was able to reap the educational benefits of the project for the past three years.

Since I have been Superintendent of Schools during the major part of the operational phase, and have presented the Board of Education with the proposal for picking up the major part of the project by local funds, I think it is evident that I have been more than satisfied with the results, educationally. We have had hundreds of visitors and an equal number of requests concerning the project. We are proud to be one of the few in the nation to have completed a three-year project and to have accepted the responsibility for continuing its operation through local funds. The Instructional, Cultural and Community Resource Center has been an educational tool for teachers, students, and the community. Our district will never forget the contribution that this project has made to the educational community.

Utilizing closed circuit television

Public Schools, Norwalk, Connecticut

NELSON HARDING

Norwalk, with a school population of about seventeen thousand, has a closed circuit television system to twenty-six schools operating from a central studio in the Administration and Service Center. Every room has a television tap, and over three hundred sets are located in various buildings. Use of closed circuit television in relation to the library has followed three directions.

In-service programs designed for clerks and volunteers. Clerks and volunteers do the filing and mending and need an understanding of the Dewey Decimal System. To give the same course eighteen to twenty-six times was too time-consuming; to get the people to come to the center at one



time was impossible; large group teaching of mending and filing was not practical. Small groups, located in their own school could all be taught at the same time, via television, the necessary skills to do a particular job.

Arrangements were made to find out the day and the two most convenient times when TV sets, people, and a telephone could be synchronized. Quizzes, repair kits, and lists of needed materials were sent in advance of the programs in the numbers requested. Each program was written and rehearsed, with the librarian checking time and detail. The programs were given twice, live, with a direct telephone connection to the TV teacher so that questions could be asked about anything not understood. Short quizzes were given during the program and the answers were shown immediately. People involved were asked to repair books along with the TV teacher.

Evaluation was made in a number of ways. First, the clerks and volunteers were asked their opinions of the program. These same people were also tested on how well they could file, mend, and locate books. It was observed that filing and mending techniques have improved and there are more questions from clerks and volunteers on points they would not have known enough to ask about with the programs. A certainly positive evaluation of this program could be implied in the fact that the people involved have asked to have it repeated this year.

Teaching library skills to students. Secondary librarians make much the same kind of presentation as done with in-service programs. One librar-

ian was asked to make video tapes of an orientation presentation she had made to several classes on using the Reader's Guide. The objectives here were to make the best possible presentation once, to save preparation time, and to make the programs available to teachers so they could use them at their convenience before embarking on a unit needing such a background. Students could then come to the media center better prepared to work. The librarian spent twenty-five hours preparing her scripts and, with the help of our graphic artist, preparing visuals. Again rehearsal time had to be scheduled and a script for the camera man and console operator developed. These programs are now included in the Instructional Materials Center catalog that goes to all teachers. No real evaluation has been undertaken except to know that the librarian who did the scripts is using the programs and at least one teacher from another school has made use of the Readers' Guide program.

Story telling programs. This was aimed at the lower elementary grades, with the original purpose of getting



more people interested in our closed circuit system by involving them in the programing. We asked for volunteers from each school—a staff member or parent-to read a library book and then to tell the story. Our Superintendent, Dr. Becker, gave one of these programs. We tried to allow a volunteer to select any book as long as it could be found in most of the other schools. We needed two copies of the book for each program. One camera with a telephoto lens was kept on the book and another camera on the storyteller. Short picture books were used. This type of program took less rehearsal (two hours) and preparation than the others and was of great interest in the school from which the teacher came.

One teacher, Janet Bender, took our story time and changed the objective, improved the format and made it a valuable part of our catalog of programs. By spending as much as fifteen hours in preparation time, she developed pre- and post-program activities, brought in



props, painted back drops, called it "tell-a-tale time" and prepared a series of stories. These programs helped to teach children by giving them listening and viewing skills. They provided the teacher with free time she would have used to prepare her own story hour, to use on other projects. Our evaluation has come from the fact that we do get many requests for these programs and the results of the activities can be seen on display in some classrooms.

With a closed circuit television system, we would recommend using a primary typewriter or larger print for words, using visuals in place of words wherever possible, using a four by three ratio when making visuals, and allowing plenty of rehearsal time. Do scripts that include lighting and camera angles, and make enough scripts for cameramen and console operator.

Problems or barriers that one might encounter could possibly be lessened by providing release time for teachers as you cannot expect volunteers to prepare programs. You might need professional help on such things as graphics, lighting, etc. The biggest problem even after you have a worthwhile program is: how do you get the teachers to accept another person in their classroom? The more people involved in making programs the greater is your chance for success. Start with volunteers, and if you can show some good programs being utilized, your Board of Education may give funds for release time and even summer workshop money to develop better programs. Norwalk's original equipment was purchased largely through federal funds but now the Board of Education supports the program totally from local funds. This includes rental of lines from the telephone company, a TV technician, a TV teacher, and materials and supplies to keep up programing.

Harry A. Becker, superintendent of schools in Norwalk, has fervently and judiciously supported these programs since they started about two and a half years ago. His statement about the changes effected through closed circuit television should demonstrate what an inspiration he has been:

For quite a few years, the teachers and administrators in the Norwalk Public Schools have been seeking ways of making education more effective. When we stop to think about it, this is to be expected. We are living in a world in which technological changes are revolutionizing every industry and profession. Can education continue to be unaffected by technological changes? The obvious answer is no. Many of the technological developments can be put to very valuable use in education. We need good teachers and as many of them as we can get. It is important, however, that we provide teachers with all of the technological and human assistance possible so that they can be most effective.

Educational television can be one of the important mediums used. Through the miracle of television, our students can have opportunities and experiences that would have been impossible otherwise. We must not delude ourselves, however, into thinking that educational television is a panacea or that educational television will permit the elimination of teachers. Ouite the contrary. Educational television can make important contributions, but it can also be misused. Educational television can never eliminate good teachers, but it can make it possible for good teachers to be more effective. As someone has said, the teacher who can be eliminated by television should be.

The library goes to camp

Lindbergh School District, St. Louis County, Missouri

MARIAM PETTER
AND
LILLIAN BLOOMQUIST

The Outdoor Education Program is part of the educational curriculum for fifth grade students in the Lindbergh School District, which is in a suburban area of St. Louis. It emphasizes those studies in science, nature, conservation and ecology, mathematics, recreation, arts and crafts,

and physical activities which can be taught more effectively out-of-doors than in a regular classroom. In establishing the program, the plan was to create the atmosphere of an out-door laboratory where, through observation and direct experiences, the pupils could develop appreciations, skills, and understandings to supplement the indoor curriculum of the school.

About one hundred children from different schools go to camp for a week at a time, along with their teachers and a principal, and instructors in art, music, physical education, a librarian and a nurse. There is a full-time camp director; and there is a senior high school student as counselor for each group of six children per cabin. To give this opportunity to one thousand fifth graders requires five weeks in the fall and five weeks in the spring. The operational expenses are met by the Lindbergh School District through the support of local taxpayers. No federal funds are used. There is a charge of \$26 per pupil for meals, lodging, transportation and insurance, from Sunday evening through Friday noon. The district rents a church camp fifty miles from St. Louis. There are large wooded areas and an eight acre lake, which provide wonderful resources for study.

The children have so much fun that even though they are kept on a rigorous schedule of curriculum-related activity, they do not recognize the amount of instruction and lore they are absorbing. Carefully preplanned objectives in reading, creative writing and art, speech and vocabulary building, music, arithmetic, geology and geography, citizenship, and health are pursued through the camp activities.

From the initial planning stages of the Outdoor Education Program in 1967 (the library has been included as an integral part of the curriculum organization. Initially the elementary school librarian was assigned the responsibility for ordering a collection of four hundred fiction and nonfiction books in addition to many pamphlets, leaflets, charts, posters, maps, and worksheets for the vertical file. All of these materials are directly related to the subjects being included in the curriculum, and the librarian works closely with the assistant superintendent in charge of the program in planning for the library. A list of materials by subject is prepared for distribution to all teachers involved in the Outdoor Education Program to acquaint them with the library holdings. Thus, the teacher who is responsible for the geology study, for example, can know exactly what is going to be available to him in this subject area.

The library subscribes to seven nature magazines, has several storytelling and bird-song records, filmstrips, and has access to the film library of St. Louis County Audiovisual Education Department and the State Department of Conservation. One of the acquisitions enjoyed most is the collection of fourteen preserved and mounted wild animals. Each cabin group takes one of these to have in the cabin to help in preparing an oral report on that animal, a study for which library reference materials and pictures are also needed. Additions are made to the collection regularly as adjustments are made in the program. In this way the purchases of the library reflect its change and growth. As the time for reading grows more limited, we find we need more short stories, smaller books, and easy reading materials. That the teachers consider the library an increasingly important part of the program is evidenced by their interest in suggesting materials to be included.

The first evening at camp the librarian has a story hour for the entire group of campers. Also, at this time she introduces the children to the library—its location, schedule, and types of materials available. The library is open before each meal, at which time the children may come in for books to take back to their cabins to read during rest period after lunch or before going to bed. All materials checked out are due back in the library on the last day of the camping week so as to be available for the next week's group.

Upon returning from their field trips with many varieties of specimens—rocks, fungi, mosses, weeds, nuts, leaves—the children come to the library for assistance in identifying and labeling. Butterflies and some other insects must be identified and properly mounted or preserved; bees, snakes, lizards, turtles and other living creatures must be provided for (more "how to" books are needed!). Microscopes are set out for examining wings, leaves, pond life and so on. Some of the mounted specimens are being made into permanent displays

as classroom projects, and will become a part of the Outdoor Education library.

Reading guidance is given to both students and teachers as the need arises. For example, a teacher or counselor may want a story to read to the group in the cabin when there is time. And students and counselors frequently need help in locating materials for skit night.

Reference work occupies more of the librarian's time than any other phase of the library program. Gathering materials for the wild animal study and identification of specimens are the two main areas. In actuality, the role of the library for the Outdoor Education Program is little different from that of the school library. Only the location and subject matter vary.

At camp the library is housed in metal cabinets set up in the large recreation room. During the winter months it is divided and sent to the schools that will be going out in the spring so that the teachers and students may familiarize themselves with the collection.

We feel the biggest problem is not having sufficient time to expand the library program into more interest areas. We would like to have several blocks of time when small groups of children could come to the library for activities such as story hours, educational games, book talks and discussions, story-telling records, character studies of book personalities, reading a book together, "Who am I" pantomimes from books read, quiz sessions requiring searching for the answers in the vertical file, and similar activities -all based on materials from the library.

As in any other venture, the success of the program depends upon the people involved: the preparation, skill and enthusiasm of the teachers and counselors. The planning and prestudy in the classroom that go on in the weeks before going to camp can vary with the teacher; the followup program and the wealth of projects that can arise as a result of the experience will also vary with the teacher. Evaluation of each week's session is made by the teachers and the counselors who attended the camp, for consideration in future plans. New activities under consideration indicate that the library will be increasingly necessary in the outdoor education curriculum.

One morning before breakfast the librarian overheard three boys discussing what they thought of camp. "This is a lot better than school," one remarked. The librarian could not let this pass. "This is school, didn't you know that?" To which the boy immediately replied, "Best school I've ever been to!"

Willis R. M. Schott, assistant superintendent of the Lindbergh School District, contributed some interesting details on the history of the Outdoor Education Program, and the prospects ahead:

Even prior to the selection of a suitable camp sight, we were planning a library and its facilities, which culminated in the purchase of two \$2400 trailers from Government Surplus Property. The interior of these trailers was converted into book shelving and vertical file drawers.

Once arrangements had been made with United Church of Christ to utilize their facilities, which included a recreation hall, cabins, and a dining hall (located on 260 acres of woodland), sufficient space was available to bring our library in out of the cool 30 degree weather which arrives for a few days in April and October.

With but seventeen weeks of experience in the entire program, there is a great deal of latitude in future development of our curriculum, but you can be sure the library with its resources and responsible people will be part of our foundation.

Blind children learn to relate

Windsor Spring Elementary School, Richmond County Schools, Augusta, Georgia

> ELIZABETH JOHNSON AND THELMA MERRIWEATHER

Windsor Spring Elementary School, Augusta, Georgia, offers a resource program for the partially seeing and the blind. At present there are six children enrolled in the program, three partially seeing and three blind, in the first, second, fourth, and fifth grades. These students are enrolled in regular classes and go to the resource



room for special education determined by the classroom teacher and the resource teacher.

In 1966-1967 the school library program for these students was begun by Betty Counts, the resource teacher. Mrs. Jack Turner (formerly Barbara Shelton), librarian, and Mr. W. A. Dixon, principal. There were twelve students in the program at that time. No special materials were provided by the school library to be used by these students, who loved to read but could not read regular print books. Miss Counts and Mrs. Turner conferred and checked to find out what books in large print could be purchased. They planned to begin their collection by emphasizing fiction, or books for fun and pleasure, and by securing books in large print with some of the same titles as books in regular print in the library collection. The classroom teacher, resource teacher, librarian, and principal worked together closely, and continue to, for the welfare of these children. They compared catalogs of braille publications and other sources to discover what books were in braille, and what books of the same titles were in large print and in ink prints. They attempted to select books that all children like so that these partiallyseeing and blind children could read what others read.

The children themselves took part in the book selection, helped to unpack the cartons, and discovered the titles for themselves. One child opened the box; one brailled the titles so each would have his own list; one typed (large type) a list of large-print books. Each chose a book on the day the books arrived. Miss Counts and

Mrs. Turner said, "We made this an exciting time and fun for everybody. The children raced to *see* what was new."

The large print books are housed in the library and the children are oriented to their location. These children go to the library with their regular classes and their peers. They read many of the same titles: they enjoy storytelling by the librarian; they take part in many library activities (sharing how they feel about books read; composing sentences about books; role-playing). They are instructed in how to use the library and other skills. Partially seeing children check out and read their books; braille books are carried to the library for use by the blind. The large print World Book was housed in the library until last year. Since this encyclopedia is no longer being pub-



lished in large print, the staff believes this set should be housed in the resource room, preserved, and reserved for the partially seeing.

The purchase of large print fiction books is made from state and local school library funds and ESEA Title II. The entire resource program, including braille, talking books, large print textbooks, is funded by quota (the federal government allows so much for each blind child) and Special Education—ESEA Title I funds. At the time this program was started there was a Braille Club that brailled textbooks, nontextbooks, and pictures in books. The Fleming Lions Club underwrote some of the expense of the Braille Club.

Objectives of this library program are that the partially seeing and blind students should be enabled to develop healthful mental attitudes toward themselves and others; contribute and participate as members of their peer group; read books read by other children; recognize opportunities available to them through using varied types of media; identify with and relate to the librarian, sighted children, and the library; recognize

reality through the sense of touch; listen to stories; communicate ideas from what they have read and heard—both orally and in writing (typing); recognize that expectations for them are the same as for other classmates; derive pleasure from reading books; demonstrate skills in using the library, choosing materials, withdrawing and returning materials, listening, responding; and relate to peers and understand the importance of being comfortable in situations with peers, making them comfortable as well.

Time involved in developing and implementing this library program



included many resource teacher-librarian conferences, resource teacher-classroom teacher-librarian conferences, conferences with staff and principal, conferences with librarian and library coordinators, librarian's searching sources, selecting and ordering materials, block and flexible scheduling for classroom visits, both for small groups and for individuals, and resource teacher-student conferences and plans. Preparation and planning for the program began in early spring before the initiation of the program in the fall of 1966. Indirectly involved in developing and implementing the program were library coordinators, the coordinator of programs for visually impaired, director of programs for exceptional children, curriculum director, assistant superintendent in charge of instruction, the superintendent, and the board of education.

Judging from our evaluation, we believe this program to be a success. We evaluate through conferences: child and child, child and resource teacher, child and librarian, child and classroom teacher, librarian and resource teacher and classroom teacher, parent and staff. We evaluate through observation, through student participation and contribution. Parents say children are happy with this service; some say their children wake up in

the middle of the night and read.

We recommend similar approaches to other persons interested in considering such a program: involve teachers and staff with planning, determining objectives and the ways to accomplish them; solicit full and complete cooperation of staff, parents, students, and system instructional personnel; evaluate students' need for the program and for continuing the program; evaluate objectives through observation, conferences, and followup activities that will measure the students' behavioral change; and interpret the program to the public. We would like to see services extended to include large print periodicals, talking books, braille, and more materials housed in the central library. Catalog cards could be prepared with large print on one side and braille on the other for these special materials.

Locating large print books that were not textbooks was a problem, but this is no longer true, for many books are now published in large print; 24-point type was hard to get at first, some books in 18-point; those in 32-point type are too large and bulky. Textbooks and fiction in large print are published in black and white, with no color. There are no pictures in fiction large print books. Children have expressed a desire for pictures and color. Books and materials are expensive but they mean so much to these children that the advantages outweigh the cost.

There is a need for more dedicated teachers who care for children. There is the problem of communication



and publicizing of the resource program, so that no blind or partially seeing children in the school district will be deprived of the chance for enrollment in the program.

Roy E. Rollins, superintendent of schools in Richmond County, had this to say of the services Windsor Spring offers:

We in Richmond County believe the Windsor Spring Elementary School Library and the Resource Program are rendering excellent services with their program offering library services to the blind and partially seeing children along with their peers and regular classmates; for we believe in helping these students become comfortable, secure, and happy participatory members of a regular group. The Board of Education and I support this program.

Individualized learning in the flexible school

Elementary Schools, Broward County, Florida

FRANCES HATFIELD AND IRENE GULLETTE

In one of the fastest growing areas in the United States, it is almost impossible to keep up with the needs of a school system. Several years ago Broward County educators saw the necessity for a large number of additional schools and in 1967 a large bond issue was passed to build fortyfive new schools and renovate seventyfive older buildings. In planning these new buildings, many people have been involved in writing specifications to insure the construction of buildings that would meet the needs of the instructional program now and in the future. Along with the building needs, recognition was given to the need for equipping these buildings with instructional materials and providing staff to fulfill the demands of the ever-changing curriculum.

A definite commitment to implementing a nongraded instructional program in the elementary schools and deeper movement into the program of individualized learning, led to a growing realization that Broward County educators must take a careful look at facilities being planned for new elementary schools. As a result, administrators, the coordinator of instructional materials, media special-

ists, and plant planning personnel worked together to prepare educational specifications for an open, flexible school, designed to fit the learner. Written specifications, incorporating the educational philosophy of the school system, were given to the architect. The new organizational pattern is based on the belief that children can be trusted to use freedom and responsibility wisely, and that each child will work effectively if his personal and curricular needs and interests are met.

The basic design is a 31,553 square foot, one-story, rectangular, completely open building which includes learning areas and a media center, all carpeted and air-conditioned. The plant also includes administrative offices, cafetorium, music suite, teacher planning and work areas.

The total learning area—primary and intermediate—accommodates approximately six hundred children K-5, twenty-four teachers, and six teaching aids. The supporting instructional staff includes one media specialist, one guidance counselor, special area teachers (music, art, physical education), one principal, and one assistant principal. The elimination of interior walls facilitates team teaching and large and small group instruction as well as independent learning. Built-in cabinets around the exterior walls and movable cabinets provide for storage, leaving teaching space completely flexible. Focus is on person-to-person relationship between the teacher and the learner. Since individualized learning dictates that materials be near the student, listening and viewing stations are set up in both the learning areas and media center. These learning areas are well provided with audiovisual equipment and materials; some may remain in a learning area for indefinite loan periods and will be used as books are used; others move from the media center to the learning area as needed.

Since the media center is in the middle of the learning areas, resources and services of the staff are readily available, and students move freely from learning area to media center according to their needs. One full-time professional media specialist and an aide serve the students and teachers. Facilities and arrangement of the media center are designed for convenience in use.

Carrels and tables and chairs are intermingled with shelving through-

out the center to accommodate approximately seventy-five students. The carrels are equipped for audiovisual use, and all students are trained in the selection and appropriate use of equipment and materials. Carpeting, acoustical treatment of the building, and furniture arrangement are such that children can move from one place to another with very little disturbance to other children. Shelving and furniture divide the center into areas for small and class-size group instruction, and a cluster of tables permits committees to work together. Everything and everyone is flexible; the media specialist moves into the learning areas to give instruction, tell a story, or show a film; she may take a portable unit with multimedia to introduce or reinforce an academic activity. Together, the media specialist and teachers or teams of teachers plan and develop activities to be carried on in both the media center and learning areas.

Adjacent to the media center is the teacher planning area which can house the school's professional materials. The media production laboratory, for use by both students and teachers, and the audiovisual and workroom are conveniently located. A small room for teleprocessing equipment has been provided as part of the media center for future expansion in this area.

Each elementary school has a unified media program. The school starts with a basic collection of ten books per child, more than thirty magazines and a varied collection of audiovisual materials and equipment to use these materials that meet quantitative State and Southern Association Standards. Media collections are built under the guidance of county materials staff and cataloged and processed by the Central Processing Laboratory. Allocation of funds for the initial collections comes from capital outlay. Each school will maintain and expand its collections through the school system's annual appropriation based on enrollment.

Already plans for the next new buildings are being revised as experience points to additional changes needed to meet instructional needs. The need for more media specialists and technicians with varied competencies is one of our greatest problems at the present time. Additional staff would make it possible to extend services especially in the area of media production.

Hub of the instructional program

Sheffield High School, Memphis City System, Memphis, Tennessee

MRS. RENA CLAY

At Sheffield High School in Memphis, Tennessee, one far-thinking administrator has devised a unique arrangement of library materials that has taken much of the "search before research" out of using the library. Corbet R. Washington, principal, saw an opportunity to implement this departure from the traditional library arrangement as he prepared to open a new high school in the Memphis City System.

Located between the second and third floors of the main building, the Multimedia Center is unique. Brightly decorated in gold, orange, and buff,



this spacious area provides a most inviting work and study space for Sheffield students and faculty. Four doors open into the center, one at each point of the compass, which places the facilities within one-half flight of stairs of eighty-five percent of the classroom areas. Bulletin boards display information about school and community activities. Student assistants are responsible for

diving or a stroke, while others may

be viewing a film on the techniques of

these and other attractive displays.

Shelving is installed around the perimeter of the reading room with ranges of counter height shelving radiating from the walls toward the circular circulation desk. Individual study carrels, tables for four, and informal furniture in the periodicals area provide ample seating space. A large conference room with operable walls accommodates large or small groups. A semienclosed area houses the listening center. Individuals or small groups may use the three remaining areas for working with audiovisual materials or study. The periodicals storage space is adequate for a three- to five-year holding. Audiovisual equipment for use in the center and for classroom use is this work area.

The capital outlay for equipping the center was provided entirely from local funds and is currently in excess of \$30,000. An annual materials and equipment budget makes possible the continuous updating and enlarging of the collection.

Now in its third year of operation, the center has become the hub of the instructional program as well as the school plant. The media center is used for many purposes and activities. Teachers bring groups for reading, research, and visual reports; students come individually, in small groups, and committees. There is every indication that the library is an integral part of the school program and is a unified media center in its services

dissecting a frog. A sound filmstrip projector, a tape recorder, filmstrip previewers, a 16mm projector, a listening center, television sets, film loop projector, overhead projectors, and a copying machine are set up for immediate use. Additional pieces of equipment are also available for classroom use.

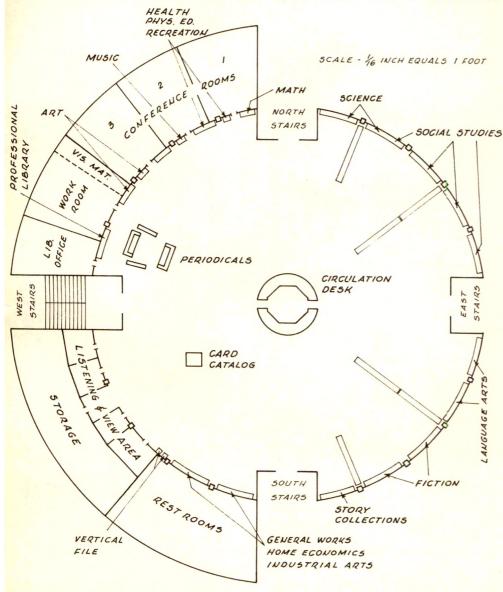
Central cataloging leaves time for the two professional librarians and one full-time clerk to work with students and teachers to make maximum use of materials. Students and teachers have access to all materials, both print and nonprint. Materials for inclusion in the collection are recommended by teachers and students to meet curriculum and recreational needs and standards for variety, breadth, and scope.

Administrators, supervisors, principals, and teachers feel that a good media program must be a cooperative effort as far as planning, selecting materials, and evaluating services are concerned. Out of such an effort evolves a team of teachers and media specialists who work closely in implementing the teaching-learning process.

The media specialists serve as resource persons with the teachers and students in building a flexible program. The stage is set in the classroom where students are motivated to come to the center for individual or group research. The media specialists seek to correlate book and non-book materials with the curriculum and recreational interests of students.

An expanded, adequate, supportive staff including trained technicians is necessary to insure continuous service. Increased staff would free the librarians from technical work, enabling them to spend more time in planning with teachers and guiding students in research projects.

The purpose of the media center is to support the instructional program



housed in this storage area. A wellequipped work room and office provide ample space for the technical work, such as ordering, repairing books, and processing materials. The audiovisual materials are shelved in to the development of the school's educational program. Students may tape their role-playing performances for self-evaluation or to share with others. Members of the swimming team may be using a film loop on

of the school, as well as to meet the needs of the individual students. The center seeks to give each pupil a unified program to improve all the approaches to learning. Learning is a personal, individual process, and the center provides effective tools toward this end. Thus, the Sheffield High School Media Center serves as a resource for learning and inquiry which cuts across grade levels in concepts and ideas.

E. C. Stimbert, superintendent of schools in Memphis, has this to say about the media center at Sheffield High School:

Recognizing the media center as the very heart of the educational program, the Board of Education of the Memphis City Schools has provided an adequate facility with trained personnel to delve deeper into the teaching and learning process. The media center staff is in the mainstream of the educational program at Sheffield High School. The librarians are the teachers whose special competencies are professional knowledge about all materials of instruction. In Sheffield High School the librarians spearhead the search for better services to students and teachers through the media center. As we move ahead in our media center program in the Memphis City Schools, more exciting and more meaningful programs of service will be provided. We feel it is worth every effort to bring quality education and media service and resources to the boys and girls of the Memphis City Schools.

An automated library system: projects

Springfield Public Schools, Springfield, Oregon

LEEDS

JOHN R. BLAIR AND MRS. RUBY SNYDER

The Springfield School District is now engaged in an extensive library

automation project. Project LEEDS, an acronym for Library Exemplary Elementary Demonstration of Springfield, was a two-year project, beginning July 1, 1967, funded through Title III of the Elementary and Secondary Education Act. The project was directed by the library supervisor, Mrs. Ruby Snyder. Its purpose was the demonstration of Springfield's existing library program—a pro-



gram with visual consultation and materials, a professional curriculum library, centralized processing, and library programs within the individual elementary and secondary buildings. Certified librarians direct extensive programs of service and instruction.

It had been hoped that data processing equipment for use in the centralized cataloging department could be included as a part of the project. Since insufficient funds were available, a project for only the demonstration of the existing program was submitted and approved. During the year of planning and preparing for the demonstration, the hope for automation was revived. The proposal for the operational grant included this facet as a feasibility study.

The Lane Intermediate Education Department, of which Springfield is a member, has sponsored a broad computer system, OTIS (Oregon Total Information System). The goal of OTIS is to provide computer service to all of Oregon's schools as an extension of their own educational services. OTIS is centered in Eugene with a staff of forty-five, a large IBM System 360 model 50 computer communicating on-line to seventy-seven keyboard terminals in two hundred buildings throughout the state. Data is maintained by thirty-six school districts on large, direct access disk storage and is used to provide service for students, personnel, payroll, financial activities, scheduling, curriculum, inventory and student problem solving.

A contract between the Springfield district and OTIS made possible a cooperative study. Springfield has centralized processing directed by a professional cataloger with some knowledge of automation, while OTIS has large scale computer equipment and a staff with automation expertise. We found this to be a vital combination.

The study was to determine whether automation for Oregon's school districts was practical and, if so, to design an automated system. Although original plans called for the pooling of cataloging information, it was soon apparent that acquisitions and processing were an integral part. The objectives were broadened to include these three areas. A central bank of cataloging information would be available to all schools in Oregon.

In September of 1968, the system's analyst, John Blair, began working in the Springfield School District. His desk faced that of the cataloger, Jerold Williams. The exchange of information between the two was the basis of planning and action. Visits were made throughout the nation to other institutions using computers. One might argue that it is repetitious to develop automation for the school library, since it has already been done. Mssrs. Blair and Williams combined what they thought were the best ideas from existing automated systems. Their composite design made the best use of the existing computer programs, equipment, a statewide teleprocessing network and a "peoplecommunication" structure provided by OTIS.

The procedure began with a time and cost study of manual operations. Conversion of information from catalog cards to computer data storage was investigated and a plan was developed. It was at this point that it was determined that acquisitions, cataloging, and processing are so interrelated that they should be integrated into one plan.

At the same time, a task force was created by prominent members of Oregon's library community, including representatives of the Oregon Instructional Media Association, the Oregon Association of School Librarians and many other educational institutions. The objective was the study of the future of automation in areas relative to the school library and media centers. The group con-

sidered various possibilities. It was a study group, not an action group. But Mr. Williams, as chairman of a subcommittee on cataloging, together with Mr. Blair, received assistance from others in developing the format



to be used in storage of cataloging data. Basic rules for the format were derived from: Anglo-American Cataloging Rules, Dewey Decimal Classification, Sears List of Subject Headings and Standards for Cataloging, Coding and Scheduling Educational Media. The format is also compatible with the Library of Congress' MARC tape cataloging data. The cataloging committee attempted to develop a format that is acceptable to librarians in the state.

In working with the acquisitions clerk, Mrs. Jewel Lusby, Mr. Blair developed the design for acquisitions and combined it with cataloging and processing. Conversion began. Three IBM 2740 communication keyboard terminals were installed in the Library Processing Center. The complete holdings of the Springfield school libraries were fed into the data bank. Each entry was edited on-line by the OTIS computer system. These holdings of approximately forty-three thousand titles serve as the beginning of a statewide store of cataloging information. As new titles were received, the cataloging and inventory data were added.

Naturally, such a project would encounter barriers and problems. One to be considered is time. Any institution considering such an operation should allow more time than seems obvious. When working with such a large computer there are other demands such as payroll and student grade reporting which take priority so that the terminals are not always active. The holdings were converted over a five month period.

Another consideration is that most

computers use only upper-case letters. Library purposes require upper and lower case. Reprogramming some procedures within the computer should be anticipated. This capability was available through OTIS.

It is essential that clerks trained in library procedures be employed for data conversion. This is basic to the accurate translation of the cards into machine-readable form. The clerks at Springfield who were assigned conversion responsibilities played a significant role in our success.

Conversion does take time and time is money, but the eventual saving in duplicated efforts of many librarians offsets the investment. Title III has afforded Oregon an excellent opportunity.

An evaluation of the total LEEDS Project was completed, through contract, by Dr. Robert Kemper of the School of Librarianship at the University of Oregon. He indicated that the conversion of the union file was an important accomplishment through which OTIS could produce a cataloging system according to district or statewide specifications.

When it was apparent that the project was feasible and OTIS could, indeed, make cataloging information, financial accounting, and processing kits available either separately or as a complete service. Springfield schools applied for Title III funds for a pilot operation which would include other schools and a public library. Federal funds were not available to continue the project. As a result, Lane County schools, through the Lane Intermediate Educational District (IED), provided limited funds for the present 1969-70 school year. The project is now in the pilot stage with the participation of Springfield, the IED Instructional Media Center, and a small school district. The year's work will provide a thorough test of the system and will attempt to obtain subscriptions for additional users. The system is called LEADS (Library Experimental Automated Demonstration System).

Time saved for the librarian, through the use of the computer, can be translated into service for faculty and students. The most important realization of our project was that librarians and media personnel must be involved in the *direction* of the computer for library use. In Oregon, both the direction and the commitment have been provided.

Enthusiasm is high throughout the state. In the publication Public School Survey and Recommendations the Oregon Business Task Force in Education recommended to Governor Mc-Call that the use of computers be expanded in the public schools. A combined State Library and Oregon Library Association committee is developing a final plan for a statewide library cooperative network for public, private and educational libraries. The plan will be submitted to the legislature for supporting funds. With such support our project must be a successful venture. The librarians are ready, the state is ready, and we are ready.

Walter Commons, superintendent of the Springfield Public Schools, said:

It is our opinion that involvement in Project LEEDS and, in particular, the portion dealing with a feasibility study of an automated library system has been of value to the Springfield School District. The greatest value in our opinion will occur and be demonstrated when a majority of libraries in the entire State of Oregon utilize a single automated system.

Joint use of collections

Bank Street College of Education, New York, New York

ELEANOR KULLESEID
AND
WAYNE GOSSAGE

Bank Street College of Education is a relatively small but complex and dynamic institution in New York City. One of its main functions, of course, is the postgraduate professional education of preschool and elementary

teachers, and elementary through high school guidance counselors and supervisors. But "Bank Street" is considerably more than its Graduate Programs Division. It is also a large Research Division; a Publications Division well known for The Bank Street Readers and other new learning materials; a Division of Field Services and Leadership Development. which carries on community-oriented programs particularly in experimental public schools of the city; and a Children's Programs and Laboratory Centers Division. Although separate entities, activities of these divisions are interrelated, focusing on fundamental problems of childhood education today.

It is in this context that Bank Street's School for Children, pre-K through eighth grades, must be seen: for it is one of the laboratory and demonstration centers for the College's varied instructional and research programs, not just another private school. Likewise, library services for the college and its laboratory school reflect this policy of interrelating divisional programs. For instance, as classrooms are used by children in the mornings and early afternoons and by graduate students in the late afternoons and evenings, so are library spaces, collections, and services shared.

There is no School for Children library per se. Rather, the college library is conceived as unitary, serving with minimal distinctions all members of the Bank Street community. Nevertheless, the library's collections are presently organized into three groupings with separate card catalogs for each: professional and general adult, juvenile, and elementary texts. Some thirty-five thousand volumes are now available to serve a clientele of approximately two hundred fifty school children and their families, about eight hundred graduate students, the several divisional faculties, alumni, and other professionals in education.

The library staff is organized into three areas of responsibility, but there is much overlapping. While one librarian is assigned as liaison for College research and graduate training programs and one is primarily responsible for relating the library to children's programs and field services, both perform reference and readers advisory services for children and adults alike, making use of all

the resources appropriate. Two other librarians and supporting staff share responsibilities for technical services; again, distinctions in the processing and circulation of juvenile and adult materials are played down.

That such an unusual arrangement for library services should grow up in a small, comparatively poor, but multifaceted institution, is not hard to understand. However, the countertendency for each subdivision to set up its own library or media services unit is very strong in such a rapidly developing institution. The library began as part of the Graduate Programs Division with a busy faculty member as librarian. Similarly, a library began to form in response to needs in the School for Children, and was housed in a corner of the school office, cared for by a busy secretary as time permitted. As time went by, a full-time, trained librarian for the adult library became an obvious necessity, and a few years later, the need for at least a part-time children's librarian was evident. In the beginning the children's librarian, although physically in the unified library, was on the staff of the school. This developmental process is by no means concluded; in the last few years three new media services have germinated and are growing lustily. What relationships between the library and the newer media services should be encouraged? This is a major policy issue cropping up in the self-study currently being made as a phase of the institution's reaccreditation process.

Some broad program objectives of the library may be summarized as follows: 1) to make available a rich collection of resources which can be used by the entire community of learners at Bank Street in a wide variety of ways; 2) to promote the systematic evaluation of materials (particularly textbooks, kits and nonprint materials) and the uses to which they are put; 3) to create media programs for the laboratory school in a spacious and flexible environment, as a model of a learning center to stimulate the thinking of educators and to call forth equal stimulation from those educators; 4) to develop multidimensional uses of space which will permit learners of all ages to work side by side as individuals, or in groups, in an atmosphere where observation and adult-child interactions may take place in a natural manner.

As for funding, an undifferentiated

budget is annually allocated for all library services. Sources include general College income, grants from foundations, and federal funds (both HEA and ESEA, and others). During the last two years there has been an increase from 2.5 percent to 3 percent in general and educational funds allocated to the library. A relatively high proportion of the increase has been put into school library services including a doubling of staff and a fivefold increase in funds for books and other materials. Development of library and media services has enjoyed strong support from Bank Street's president and from the dean of faculties to whom the director of library services reports.

Any system generates problems, particularly during rapid change. With increasing availability of books and other materials and with a sharp increase in services (a full-time school librarian for the first time), use has increased proportionately, but in a facility much too small and cramped. The new building now going up at 112th Street on Morningside Heights will reduce physical problems for College programs including the library: five times as much library space, individual study carrels both wet and dry, small conference rooms which can double as screening areas and quiet study rooms, and a special children's room with opportunities for browsing, discussion, and large group instruction.

Another main area of concern is characteristic of this library's multipurpose organization: our collection is not yet big enough to adequately support both school programs and the needs of adult students. This plight is compounded by increasing demand as services improve. So far, duplication of heavily used materials, admittedly an urgent need, has been deemphasized in favor of greater breadth in the collection. With annual book funds approaching adequacy, a few years should see both aspects of the collection fairly well developed. We consider it our professional responsibility to work with the college administration to get the level of funding required.

Where to divide adult and juvenile collections is another problem peculiar to our pattern of mixed uses of collections. From 1963 to 1966 the School for Children, originally for nursery and primary grades, expanded to include classes at the upper ele-

mentary and junior high level, and thus a need was created for young adult and easy adult materials. Several questions arose. How should they be organized in relation to the adult and juvenile collections? Should all subject materials not specifically related to education and its supporting disciplines be in the school collection without distinction as to reading level? Or should we create a young adult and general adult reading collection to bridge the gap? If the latter, should catalog cards be interfiled in the adult or juvenile catalogs, and what type of classification and cataloging should be used? Should age of user be the key factor? Or should it be reading level? The library director with the faculty library committee made a decision: all materials at or above a sixth grade reading level were to be in the adult collection; in other words, all young adult and easy adult subject matter books were to be cataloged and shelved with the professional and general adult collections. However, a new library director and a new school services librarian had different ideas. For the time being, practice favors an undifferentiated juvenile collection to service the full range of reading levels and interests represented in the expanded children's school. Hopefully, there is enough experience and thinking now to make possible a firm decision soon by a faculty and librarian committee reviewing library service policies. In any case, however we organize the materials, they are certain to be used by both children and adults.

In 1968 the School Services Librarian and the Director of Library Services decided to put in operation a concept they shared: the intershelving of print and audiovisual materials on open shelving. Opportunity was afforded by a special ESEA Title II grant to assist the formation of the Bank Street at Harlem Multimedia Center, to be operated cooperatively by Bank Street College of Education and the New York City Board of Education. We have since ordered a beginning collection of nonprint media for the main library, classifying and shelving nonprint formats with print materials bearing the same classification number. So far our experience has been positive, not only from the point of view of a convenient single open location for materials in all formats on any subject, but also in

terms of visual display and demonstration of a multimedia approach to learning materials. The availability of various audiovisual media for "browsing" should in turn stimulate the thoughtful evaluation of content. form, and uses which this field so urgently needs. Next year we hope to circulate these materials with a simple evaluation form which the user will fill out and return with the item. We intend to have previews, media workshops, and other programs to generate much-needed feedback from teachers, graduate students, children, parents, and others.

Special problems associated with this program are many. Packaging of nonprint items of various sizes is problematic, and standard shelving is often inadequate. As with print materials, the presence of relatively expensive nonprint media on open shelves invites possible theft or mutilation. Equipment must be portable, and located in convenient places throughout the collection so that true "browsing" is possible. Many of our clientele are interested in a given format rather than subject, and might want to see all our films or filmstrips gathered together. The industry would tend to support this approach, since so much of its promotion involves selling instant "libraries" in large packages with their own storage units. (This summary doesn't include, of course, the headaches which invariably accompany the attempt of the media specialist to deal with audiovisual materials in terms of bibliographic control, selection, acquisition, processing, maintenance, and prohibitive costs.)

Thus far our solution to these problems has been to recognize and conceptualize them (with the help of friendly critics) pragmatically for the present, and to make haste slowly. Some major library furniture distributors reflect a trend toward mixed shelving by providing certain variations in standard shelving, among them a stack unit which provides special shelving for different formats —films on one shelf, filmstrips on another, and so on. Specialized shelving modules to fit regular shelving are being contemplated. Many producers are looking to packaging as an important element in terms of storage and/or display, and are experimenting with new package designs. The ubiquitous cassette may save us all. In our new facility we shall attempt

to make some packaging innovations to accommodate standard shelving units. Our technical services librarian is currently investigating this problem, and is setting up a system which treats nonprint media as much like print materials as possible. Within five years we hope to house a film collection covering major subject areas, as well as a videotape collection for teacher training purposes. Other formats will not be neglected in our efforts to create a media center program which will function on two levels: as a working learning center supporting school curriculum, and as a demonstration center for the preview and evaluation of instructional materials.

In developing any new program, two rather obvious suggestions can be made. We should try to get the active participation of administrators and faculty in problem-solving and program-making. Parent groups could be a potent force. Simultaneously, we should try to provide positive examples or illustrations of program ideas on a small scale. We should plunge in and begin in a small way. Problems never dreamed of become apparent, but so do serendipities. Furthermore, small beginnings, if they produce results, create pressure to enlarge the base of support and bring more attention to the program idea.



School Library Personnel, Task

Analysis Survey

Special Report by NEA Research Division for School Library Manpower Project

The early stages of Phase I of the School Library Manpower Project have focused on a survey to identify the tasks performed by a variety of personnel serving in school media centers. The results of this study provide important information for future Project activities.

The following capsule report presents highlights of the ninety-four page special report published in the NEA Research Bulletin, December 1969, vol. 47. (Copyright © by the National Education Association. All rights reserved.)

PERCENTS OF SELECTED SCHOOLS IN WHICH PERSONNEL PERFORMED ONE-HALF OR MORE OF THE TASKS IN EACH DUTY CATEGORY

Duty categories	Head of library media center	Assistant Iibrarian	Audiovisual specialist	Technician	Clerk or aide
Development of educational program	82.3%	30.5%	8.8%	0.1%	0.1%
dministration	84.0	19.9	3.0		0.1
nstruction	68.6	31.4	1.6		0.6
pecial services to faculty and students	59.2	19.9	1.6		
election of materials and equipment	87.6	28.2	11.2	0.6	0.3
cquisition of materials and equipment	38.8	13.3	0.7	1.0	50.6
Production of materials	5.5	0.9	5.9	1.3	2.2
reparation of materials	14.0	7.3	0.6	1.3	43.7
rganization of materials and equipment	50.3	26.7	0.9	0.9	27.7
circulation of materials and equipment	47.7	26.4	3.2	1.4	45.7
Maintenance of materials and equipment	27.1	11.1	2.6	1.4	28.1
Elerical and secretarial tasks	25.8	8.9	0.6	0.7	49.7

296
283
266
95.6%
94.0%
953
900
886
94.4%
98.4%
694

The School Library Personnel, Task Analysis Survey is not a final report, but rather provides basic data for the Task Analysis Committee as it develops new position definitions for a variety of personnel serving in school media centers. These new definitions will be used in the future study and development of guidelines for new curricula programs as the School Library Manpower Project advances

toward Phase II.

School Library Staff Duties. There is growing concern about preparation for school librarianship. Traditionally, programs in graduate schools of library science have tended to offer a core of training suitable for service in libraries of all types. With emerging innovations in education, the school library is evolving from a print or book oriented center to a center concerned with varied types of communication media. Thus, the duties and tasks of school librarians now involve print and nonprint materials and the necessary equipment for their use.

Recognizing the necessity for change in preparation for school librarianship, the American Association of School Librarians, a division of the American Library Association, and an associated organization of the National Education Association, initiated the School Library Manpower Project in 1968. This five-year program, funded by the Knapp Foundation of North Carolina, Inc., is designed to treat three aspects of the problem of developing and utilizing school library manpower: Task and Job Analysis, Education for Librarianship, and Recruitment.

The NEA Research Division was asked to conduct a Task Analysis Survey under contract as part of the initial phase of the Project. The purpose of the survey was to identify and describe the duties and tasks performed by personnel in outstanding school libraries with programs of unified library-audiovisual service utilizing varied types of materials and equipment.

State and local school library supervisors in the fifty states and the District of Columbia identified school systems and individual centers according to a specified set of selection criteria. School library directors for the independent and parochial schools in the nation were also invited to participate.

A checklist of three hundred tasks were sent to each of the schools agreeing to participate.* Respondents were asked to identify the staff person(s) performing each of the tasks. The three hundred tasks were grouped in-

*Copies of the survey instrument at \$1 each or 10 for \$7.50, and copies of the survey report at \$2 each, are available from the American Library Association, Publishing Department, 50 E. Huron St., Chicago, IL 60611.

to twelve categories of duties. Analysis of each task and duty category was made according to level of school and size of staff. The table shows the

-
oo
SY VEL
oo
VEL.
SYNE I

percentage of the total number of both elementary and secondary schools in which personnel in each of the five staff positions performed onehalf or more of the tasks in each of the twelve duty categories. Highlights. Listed below are highlights of the Task Analysis Survey based on a purposive sample of schools having outstanding programs of unified library-audiovisual services.

Over one-half of the heads of library media centers held master's degrees; over one-half of the assistant librarians held only bachelor's degrees; slightly under one-half of the audiovisual specialists held master's degrees; one-fourth of the technicians and nearly one-half of the clerks or aides held only a high school diploma.

The greatest number of heads of library media centers and assistant librarians reported library work experience of five to nine years; the greatest number of audiovisual specialists reported three to four years' experience in library work; most clerks or aides reported two years' experience; technicians indicated only one year's library work experience.

The majority of schools in the survey (62.0 percent) indicated that in-service or on-the-job training programs were available for nonprofessional staff members at the system and/or the building level.

More secondary than elementary

schools employed assistant librarians, audiovisual specialists, and technicians. More elementary than secondary schools employed clerks or aides.

The services of district personnel were utilized more frequently by elementary than secondary schools in the survey.

Staff personnel in library media centers served in a more generalized capacity in elementary than in secondary schools; audiovisual specialists and technicians in secondary schools were highly specialized in their services.

Marked differentiation of tasks was not evident until the library media center staffs increased to three or more persons; since the majority of the participating elementary schools had a library media center of only two persons, greater differentiation was found in secondary than in elementary schools.

The major responsibility of heads of library media centers was reported as administration; of assistant librarians, general services; of audiovisual specialists and technicians, audiovisual services; and of clerks or aides, clerical services.

The very youngest readers can now look it up with...

MY FIRST GOLDEN ENCYCLOPEDIA

by Jane Werner Watson

A perfect first introduction to encyclopedias and their use—500 entries, arranged alphabetically, illustrated in full-color, thumbindexed, cross-indexed. \$5.99

The very youngest readers will delight in and learn from

THE GOLDEN STORYBOOK
OF RIVER BEND
by Patricia Scarry\$3.99
WHAT IF?
by Robert Pierce\$2.39

NEVER TALK TO STRANGERS
by Irma Joyce\$2.39

MY LEARN TO COOK BOOK
by Ursula Sedgewick\$2.39

BUSY TOWN
by William Dugan\$2.59

SAILOR DOG
by Margaret Wise Brown \$2.39

In sturdy Goldencraft Library Binding.

Prices given are the Publisher's Postpaid Price to Schools and Libraries.

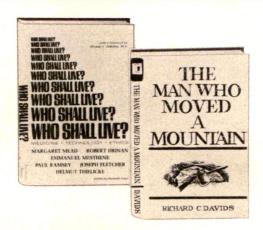
Send for free annotated and curriculum related catalog.



WESTERN PUBLISHING COMPANY, INC. School and Library Department 850 Third Ave., New York, N.Y. 10022



A Spring Selection from Fortress Press



WHO SHALL LIVE?

The question of who shall live and who shall die has taken on new urgency in today's medical and biological revolution. Margaret Mead, Emmanuel Mesthene, Robert Drinan, Paul Ramsey, Joseph Fletcher, and Helmut Thielicke explore the ethical implications of such issues as spare parts replacement, abortion, euthanasia. Edited by Kenneth Vaux. Foreword by Michael DeBakey. February 2. \$6.75

THE MAN WHO MOVED A MOUNTAIN

Moonshine and shotguns ruled the Blue Ridge Mountains when Bob Childress was born. Now Richard C. Davids, a seasoned reporter and a contributing editor to Reader's Digest, tells the exciting and true story of how Bob tamed a dark and violent corner of the Blue Ridge. The humor, adventure, and unforgettable characters will appeal to everyone who loves a good tale. April 1. \$5.95

SATURDAY WAITING

A dynamic new reading experience combines Jerome Nilssen's fictional account of one man's search for identity with black and white drawings of the events of Holy Week by Robert McGovern. The reader can enjoy the art and narrative as two separate books, or he can draw his own connections between the Passion of Christ and the anguish of David Qualley's life. January 15. \$5.95





BLACK POWER AND THE AMERICAN MYTH

C. T. Vivian, a black leader in Chicago, takes a sharp, controversial look at the civil rights movement and the shift to black power and separatism. BLACK POWER AND THE AMERICAN MYTH will help both the white man to understand, and the black man to state his case positively. March 2. \$3.95 (t). Paper \$1.95

WHAT IS MAN?

Wolfhart Pannenberg is probably the most exciting of the younger theologians to gain international renown. His examination of the question WHAT IS MAN? focuses on the tension between self-centeredness and openness to the world. This book further demonstrates that Pannenberg is "radically original". April 30. \$3.50

THE FUTURE OF HOPE

As we enter a new decade, the themes of hope and the future continue to be pivotal. THE FUTURE OF HOPE brings together the men most associated with these ideas—Ernst Bloch, Emil Fackenheim, Jürgen Moltmann, Johannes Metz. The editor, Walter Capps, gives a valuable survey of the hope movement since its beginning. March 16. Paper \$2.95

Fortress Press

Philadelphia, Pa. 19129

In Canada: G. R. Welch Co., Ltd., Toronto

On the third Thursday in January 1967 an announcement two columns wide and some two inches high appeared on the front page of the weekly newspaper in a small New England town:

Change in Hours
Effective Monday, January 23,
the library will be open on the
following schedule:
Monday to Friday, 11 A.M.—
3 P.M., 5–8 P.M.
Saturday, 2 P.M.—6 P.M.

A letter, signed by the trustees and explaining the change, was on the editorial page. Apparently people saw only the item on the front page and reacted to it. The shock of the closing of a public facility at the busiest time of day resounded through the town like a sonic boom.

Letter writers got busy and a flood of angry protests arrived at the newspaper office in time to appear in the next weekly edition. "Is this the way to use tax payers' money?" "What right have the trustees to be dictators?" Some, more moderate, admitted that there might have been cause, but one feared "that the cure is going to be far too severe for the disease." Many of the more violent letters were written by people who had never been known to be users of the library.

True, the library would now be closed from three to five, but there was to be no change in the total number of hours that it would be open. Aware that the library existed for the use of the entire community, the trustees said in their letter of explanation:

It is with this in mind that we have decided, for the present, to make a change in library hours. . . . The change we are making has been necessitated by the fact that, because of the admitted lack of a meeting place for youth, the library has become for many young people just that—a "hang-out," a place to wait. Use has become misuse to the detriment of the serious student and the adult patron. . . . It is the responsibility of the trustees to make certain that the library at all times fulfills its function of serving the people and that its integrity as a public institution is maintained. In order that the library may best fulfill this function in an atmosphere that is conducive to reading, research, and fruitful study, the trustees announce [the new hours].

Therein lay the reason for the ac-

THE

DAY

THE

LIBRARY



ITS

DOORS

Elizabeth Yates

tion: the library was not being used always as a library during the immediate after-school hours. Granted that only a small minority of young people were trouble makers, it was a group large enough to disturb others, to disrupt the even flow of service, and deflect the library from its stated purpose of providing "opportunity and stimulus for people of all ages to continue to educate themselves." Smoking and snacking, surreptitious card games, boisterous talk, and other such behavior did not help the library with its purpose. Something had to be done and the trustees did it, thus compelling the town to face an issue which had been evaded for a decade.

Many communities have accepted the need of a recreation center with a capable director in charge for the after-school hours. The town had a successful summer recreation program, but it had long admitted its need for something comparable during the school months. Clubs, groups, churches, and individuals had been advocating it. Year after year the matter had been discussed at Town Meeting, but no appropriation had ever been made. Urged and argued for as it was, the idea of a youth center never got beyond the talking stage.

Two weeks before the library took its action, an article in the paper had spoken of the "desperate need for a full-time recreation director and center." People had responded affirmatively. One said, "I'd vote for it if it came up at Town Meeting." Another, "Given leadership, anything can be expected from the astonishing creativity of young people." A parent spoke up, "Kids have no place to hang around but the streets and that makes trouble possible." The principal of the High School added that the town could set up "a program second to none if we're lucky enough to have an article in the Town Warrant on this." A minister pleaded, "Let's begin now and not wait another ten years."

When the after-school situation at the library which had long been difficult became unbearable, the trustees made their decision to change the hours and stood ready to take the consequences. The newspaper on the fourth Thursday in January headlined its story "Church Opens Its Doors as Library Stays Closed."

The Unitarian Church had made the basement in its Parish Hall available

as a Youth Center with minister and members undertaking supervision. Young people flocked there to play ping-pong and cards, have record hops, use a soft drink machine, all from equipment rapidly assembled. "The kids were really surprised that someone finally did something," said a member of the student council while others held meetings and circulated a petition for restoration of library hours. Ten years were compressed into two weeks as the realization began to dawn that the problem was not one for the library, or the school,

but for the town. A moral responsibility was involved, with consideration for the rights of others the main concern.

The letter writers continued their protests but began to offer suggestions. "Why not have the police chief patrol the library between three and five o'clock?" "Why not deny trouble-makers library privileges?" "Why not take it to the parents?" "It's a sad day when we let the youth dictate to us." "Must the whole town suffer for the actions of a few?"

By the time another week had

passed, the letter writers who understood and supported the trustees in their decision got their views on paper, but it was too late and none appeared. The headlines bannered the news "Library Resumes Hours." A new schedule was announced: 11 A.M. to 8 P.M. every week day as the morning hours had been so popular. But the time was underscored with the reminder, "The library has a distinct purpose and function to fulfill and all who use it must respect this."

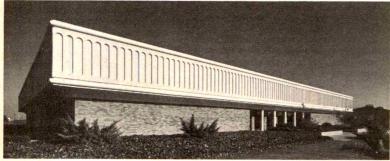
The Unitarian Church, gratified that some seventy-five young people were socializing in its Parish Hall every day after school, agreed to keep the Center open and supervised for a year, or until the town took on the responsibility. One of the most articulate critics of the trustees reported to the paper his belief that "the closing has had a salutary effect on youth problems in town, particularly to trigger activity for a year-round recreation program."

Within the month an article appeared in the Town Warrant requesting an appropriation of \$10,000, "to implement and staff a year-round recreation program." On the second Tuesday in March, at Town Meeting, it was voted on and passed without a dissenting voice.

The Unitarian Church continued its hospitality during the interim, and the summer program of pool and playground was as active as always. By September 1, a thoroughly qualified recreation director took up his duties; a full program was commenced; and a room in the Town House was set aside as a Youth Center. At the end of the first year, when the director made his report—listing among many achievements and much good fun the average daily attendance of more than fifty young people—no one questioned the validity of a recreation center. "A successful venture," the report stated, "with new and exciting programs ahead." The library, too, in its report showed an increase in average daily attendance of patrons of all ages, eager to avail themselves of what it had for them.

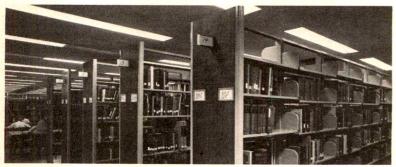
This took place in Peterborough, New Hampshire, the town whose library has the distinction of being the first in the world to be supported by taxation. Reputation is responsibility, and the Peterborough Town Library proved its responsible role as it stood firmly on the basic purpose of a public library.

For The West's most distinguished libraries...



UNIVERSITY OF SANTA CLARA LIBRARY, SANTA CLARA, CALIFORNIA

...practical beauty in Ames modern library shelving



Functionalism and maintenance were the goals used in planning this beautiful library at the University of Santa Clara. The absence of windows keeps dust from entering, keeps the sun from fading the books, and makes the air conditioning work better.

Ames is proud to have done the designing, planning, and manufacturing of the shelving for books and magazines. Ames provides the product line adaptable to each library need plus experienced engineering teamwork in shelving layout and design. Plan with Ames for today's modern libraries.

Librarian: Dr. Victor Novak. The building was planned by Father Edward Boland.

Architect: Mario Gaidano

Ames Products: Ames Conventional Free-Standing shelving was used to accommodate 500,000 books.



W. R. AMES COMPANY SHELVING DIVISION

1001 Dempsey Road • Milpitas, California 95035 SPECIALISTS IN STEEL LIBRARY SHELVING

TEACHERS ARE ORDERING THEIR CLASSROOM PAPERBACK SETS AND LIBRARY COLLECTIONS IN PERMA-BOUND®

For very simple reasons: Perma-Bound paperbacks are colorful, lightweight, compact and durable; youngsters of all ages prefer them because they are easy to handle and read; they are guaranteed for 50 circulations or 2 years, whichever comes first; they cost, on the average, less than \$2.00 a copy. Perma-Bound paperbacks are eligible for purchase under Federal Aid Titles I, II and III. Send for FREE catalog of over 4.000 titles.

PERMA-BOUND

Hertzberg-New Method, Inc. Dept. AL-16 Vandalia Road • Jacksonville, III. 62650

- Please send a FREE SAMPLE of a Perma-Bound Paperback without obligation
- Please send catalog of 4,000 Perma-Bound Paperback titles.
- Please send information on how we can have paperbacks, now in our possession, Perma-Bound.

8		_	_			
г	u	а	r	T	1	

Address

Institution

Title

City

State

Zip

School Libraries and International Development

School Libraries in PANAMA

CARLOS VICTOR PENNA

Part of a series edited for the American Libraries by Jean E. Lowrie, chairman of the AASL International Relations Committee and head of the Department of Librarianship at Western Michigan's School of Graduate Studies.

A meeting of experts on the Development of School Libraries in Central America and Panama, organized by Unesco with the cooperation of the Guatemala Ministry of Education, was held in Antigua (Guatemala) from July 29 to August 2, 1968.

Participants include six experts from the region, invited by the Director-General of Unesco, representatives from the United Nations, Unicef, OAS, ODECA, INCAP (Nutrition Institute for Central America and Panama), and observers from Guatemala and Panama. The Unesco Secretariat was represented by the Director of the Division for the Development of Documentation, Libraries and Archives Services; the Chief of the Unesco Regional Mission in Central America; and two experts, one for educational matters and the other for libraries.

The purpose of the meeting was to examine the following topics: (1) Present state of school libraries in Central America¹ and Panama; (2) Establishment of basic principles for a policy in the field of school libraries; (3) Appropriate ways and means of incorporating school library services into national educational plans, as a sector of overall educational planning. and of fixing suitable targets for the financing of such services; (4) Present state of the Experimental Project on School Libraries and Training of School Librarians for Central America, which Unesco and Honduras have undertaken as a five-year plan.

A main working document was prepared for the meeting by the Unesco Secretariat. At the end of the meeting, the experts approved a report² containing the following chapters.

I Analysis of the main factors influencing the development of school

libraries in the region. The participants examined the economic situation of the six countries in question, which showed a marked and rapid increase during the period 1960-1965: gross internal production had risen by 65.9 percent in the agricultural sector and 3.5 percent in the industrial sector. They also considered such matters as the rate of increase in the population (3.25 percent annually); the distribution of population by ages; quantitative progress in education (in 1965, 15 percent of the total population of the region went to school) and the average annual increase in the school-going population was 3.75 percent); distribution of the school-going population according to educational levels; provisions for primary and secondary levels for the next four years; the present and future needs in schools and teaching staff at the primary and secondary levels; percentage of national budgets allotted to education (the average for all the countries in the region was 21 percent); the economic resources destined for education; the qualitative deficiencies in education.

II Function of school libraries in the education process. Under this heading, the participants discussed reading habits and levels of the various countries, and the high rate of illiteracy, particularly among those who have left school over five years. They stressed that the school libraries should help improve the quality of education by assisting the student, the teacher, and, if need be, the community, acting as public libraries where none exist in the locality.

III Planning of library services. Accepting the definition of planning given in the Unesco brochure "Planning of Library Services," the meeting considered that school library services should form an integral part of national educational plans. To achieve this end, the Offices of Educational Planning should incorporate qualified librarians in their teams, as Panama had already done. The meeting also urged the countries represented to adopt the Unesco document "Special Study on the Financing and Expenditure of Libraries" and adapt it for their own purposes, particularly to remedy the serious lack of library statistics for the region. Other matters considered of prime importance were the drawing of library standards, and the passing of library legislation. It was hoped that the Central

American Institute of Administration of Supervision of Education, which is expected to begin functioning in 1970 in the University of Panama, will include the administration and supervision of library services in its study plans and will also offer facilities for the continuing education of in-service librarians.

In the opinion of the participants, every student in the countries of the region should have access to a library, and they examined ways and means of attaining this objective.

IV Basis for the organization of a national system of school libraries. An efficient national school library service in each country can only result from the proper planning of such services, which should be considered as a sector of the integral educational plan. It should be carried out by a specialized librarian in close collaboration with the staff of the national Office of Integral Planning of Education. The organization and administration of a national system of school libraries should be the responsibility of an administrative unit, to be called Directorate or Division of School Libraries, coming under the Ministry of Education. The unit's task would be to draw up the national policy for the development and extension of school libraries and to apply and evaluate the results achieved.

Technical services (selection, acquisition, cataloguing, classification processing of books for loan, etc.) should be centralized in the administrative unit, but library services (loans, reference, reader's guidance, etc.) for students should be decentralized. Supervision of school libraries should also be the responsibility of the unit.

V Training and functions of school librarians. The meeting considered the various categories of librarians needed to carry out the plan: highlevel school librarians capable of planning and administering modern school libraries systems; technical staff capable of carrying out the tasks of the central school library services; operative staff working in the school libraries themselves, both full-time and part-time.

In this connection, it was hoped that the Pilot Project for School Libraries and the Training of School Librarians in Central America, undertaken in Honduras with the assistance of Unesco, would help to form high level staff for not only Honduras but other Central American countries.

VI Financing of school library services. The lack of information concerning the cost of developing a national network of school libraries was blamed for the indifference of governments and a detailed financial study was considered necessary which could serve as a guide to government authorities and a stimulus to possible external sources of financial assistance

The meeting considered that by 1972, Central American countries should be able to provide library services for 50 percent of their secondary schools and 25 percent of their primary schools, at a cost of \$3,698,691 (of which \$535,385 would be for capital investment and \$3,163,306 for current expenditure). The total budget for education for both Central America and Panama in 1972 will be in the region of two hundred million dollars. The proposed expenditure therefore represents only 1.5 percent of the total budget for education. This means that, according to the estimated enrollment figures for 1972, the target of 50 percent for secondary schools and 25 percent for primary schools will provide library services for 226,-500 secondary school pupils and 710,-500 primary school pupils.

The meeting considered that the figure of 1.5 percent of the total budget for education was a realistic target, in view of the fact that the demographic explosion in the region (3.6 percent) was making it necessary to give priority in educational plans to the provision of new schools and additional teaching staff.

In this connection the meeting drew attention to the importance of external aid as a means of hastening the process of providing library services for all primary and secondary school pupils. This external aid which is at present being provided by Unesco and Unicef will need to be supplemented by aid from other international or private organizations, particularly if it is planned to exceed the above-mentioned target.

VII The educational library. An educational library or educational documentation center was considered an essential component of any system of school libraries; it might function as an integrated part of the School Library Service. To stimulate the exchange of bibliographical information with other countries, the meeting recommended that a Regional Educational Documentation Center should

be set up, preferably with the cooperation of Unesco and the Ibero-American Office of Education.

Library research studies are needed to analyze in depth the various problems arising from the full integration of school library services into national education plans. It was hoped that the Institute for Education Research and Improvement in the University of San Carlos in Guatemala would be willing to incorporate such research in its programme.

VIII Teaching of librarianship in teacher training colleges. The meeting urged that the teaching of librarianship should be included in the programs of teacher training centers, with a view to obtaining the full cooperation of primary and secondary teaching staff in the extension, development, and use of school library services. In this respect, the participants noted with satisfaction that the Pilot Project for School Libraries in Honduras would include librarianship in its curriculum, with a total of forty hours of lessons in the third year of professional studies. It was suggested that other countries should be organized in primary schools attached to teacher training colleges, so that students could become accustomed to using the library.

To sum up, the results of the meeting can be described as highly satisfactory, and may be summarized as follows: a) recognition of the importance of library services as a factor in improving the qualitative level of education; b) a greater awareness of the importance of school library services among the educational authorities; c) a clear definition of the size, structure, and operation of a national system of school libraries integrated into the educational plans; d) the establishment of a model plan for the development of these services in Central America and Panama, including an analysis of the present position, a review of the needs, and a definition of the targets to be reached; e) a clear picture of the Pilot Project for School Libraries in Honduras, which has a regional coverage; f) offers of assistance by certain organizations, such as Unicef, whose representative announced at the meeting that he intended to advise his organization to finance school library services based on a national structure in the future, instead of giving aid in the form of book donations, as at present; and g) recommendations to Unesco and its Member States, Unicef and other organizations as a basis for the development of a model plan on the national level, which could be implemented with national and external

NOTES

¹ Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua.

² The main working document and report are available in Spanish from Unesco's Department of Documentation Libraries and Archives, place de Fontenoy, Paris, 7e, France.

School Libraries in SCANDINAVIA

MARGOT NILSON

Part of a series edited for the American Libraries by Jean E. Lowrie, chairman of the AASL International Relations Committee and head of the Department of Librarianship at Western Michigan's School of Graduate Studies.

It is the duty of every member of our confederation to help in building up a modern school, a school aimed at educating young people to become independent individuals and at the same time men and women ready to cooperate—in small circles as well as in the international field in a world free of dividing lines.

If we believe in a child-centered school, if we believe that in teaching the ability of each individual pupil should be the starting point for work, a great variety of instructional material of different kinds is needed, both reading and audiovisual material.

As far as Europe goes, I think it is right to call the 1960's a decade of growing school reform. A new Education Act was passed in the Swedish parliament in 1962, stipulating establishment of a nine-year compulsory comprehensive school. Today we are ready with the plans for an integrated secondary school system, including all varieties of schooling for the tenth to the twelfth school year. Among the demands made in the curriculum for this Swedish school system are requests for more opportunity of inde-

pendent work by the students. Finally, the stipulation asks for a school library to be built up in close connection with the curriculum and working as an integrated part of the school life.

Our teachers' unions find it important to cooperate, on a world-wide basis, to solve some of the many problems we are faced with in this particular sphere of teaching. A special committee for audiovisual material has been at work for several years in our confederation. The time has come to do something about reading material

We have tried cooperation in this matter among the Scandinavian organizations. Courses and conferences of different kinds and on various subjects would be helpful. Following are some of the problems which could be profitably discussed and possibly solved.

First is the question of organizing the reading material: Should it be placed in the center of the school? Should it be placed in the different rooms near at hand for the teachers and the pupils? Or should it be made accessible in both the center and in the special rooms? What have been our experiences in primary schools, in secondary schools, in vocational schools, in schools for handicapped children?

A second point of discussion should be the space needed for arranging the material, and the outlay and equipment of the rooms. Recently in Stockholm we discussed the special arrangements needed in a school library to enable use by physically handicapped pupils, children suffering from cerebral palsy. We have had very little experience in this particular field.

Third, we must consider the kind of classification to be used so that all the instructional material can be arranged to form one unit, easily accessible to teacher and pupil.

Another question which we ought to take up on an international level is the training of personnel in charge of reading material, as well as all the study material of our schools. It is of great importance, in my opinion, that the persons involved should be trained and experienced teachers, persons who know from their experience the role library material has to play in teaching. They must, however, also be trained for their special work. They must, for example, learn as much as possible about the material available. It would be a great help for many of us to have a survey of the different systems in use in various countries for training school librarians. We are also interested in knowing how teachers' training colleges solve the problem of making the teachers utilize the wealth of children's literature.

A matter of great importance is the selection of books, journals, pamphlets, etc. We must consider both contents and style, both readers and curriculum. On this point, I believe, we need to and can help and advise one another. We must bear in mind that our pupils differ very much in regard to reading ability and reading interests. Therefore, we must try to find materials that meet these needs. If it is not to be found in one language, it may be found in another, and publishers will have to be persuaded to translate and publish the material.

In Scandinavia, we try to help one another in acquiring reading material

LOS ANGELES LIBRARIANS

\$677 MO. 24 LIBRARY SCIENCE UNITS + NO EXPERIENCE

\$715 MO. 1 YEAR EXPERIENCE OR MASTER LIBRARY SCIENCE

ADVANCE IN A GROWING SYSTEM OF-FERING WORK IN BRANCHES, SUBJECT DEPARTMENTS, TECHNICAL SERVICES AND CHILDREN'S WORK.

Immediate job offers without visits to Los Angeles. Seniors apply now for placement before graduation. U.S. Citizenship required.

Call Mr. Porter (213) 622-3088 for information or write to Personnel Department, Room 100, 111 E. First St., Los Angeles, California 90012.

CHILDREN'S **BOOK SELECTION** SPECIALIST

THE FREE LIBRARY OF PHILADELPHIA

Announces an opening for a Deputy Head of the Children's Book Selection Unit. General responsibilities are in the area of book reviewing and selection with specific responsibility for building basic collections for new agencies; assisting in supervision of book selection and weeding of branch collections and in the preparation of bibliographies and booklists; serving on various committees relating to print and nonprint materials for children.

Salary Range \$10,068-\$11,263; liberal fringe benefits with excellent pension plan.

Requirements: M.S.L.S. from ALA-accredited library school; three years experience in library reference and book review work including one year in children's services; United States citizenship.

For further information, contact:

Miss Linda Seyda **Employment Representative** Personnel Office THE FREE LIBRARY OF **PHILADELPHIA** Logan Square

Philadelphia, Pennsylvania 19103

Expert Service on

MAGAZINE SUBSCRIPTIONS

for

ALL LIBRARIES

*

FAXON LIBRARIANS' GUIDE

Available on request

*

Fast, efficient, centralized service for over 80 years. Library business is our only business!

*

F. W. FAXON CO., INC.

15 SOUTHWEST PARK WESTWOOD, MASS, 02090

Continuous Service to Libraries Since 1886

for the most backward of our readers. We know that no one can succeed in our civilization without reading ability. And we want every single person to take part in our society; we don't want to hide them in closed institutions. But reading disability—mind you—does not always mean intellectual weakness. We have many small groups of people with special needs—immigrants, for instance, either permanent or temporary. All ask for special attention and specifically prepared reading material.

Material is also needed in the study of a second language. It is usually a great help to have recommendations concerning this kind of material, which no one but the educationist can pick out. Even for him it is not easy to select the right material when there is no special way of testing the text for its reading difficulty. However, tests have been devised for English texts. For example, we recently received a test worked out for Swedish texts, and a group of teachers and psychologists are at work applying it to German and Danish texts. We think it will be of great help to us in our future selection of reading material.

Another field where we must obtain books from abroad is social studies. We want to teach about people, history, and conditions in other parts of the world, regardless if it is about our nearby neighbors or about people on the other side of the globe. Usually, there is some material available written by our own writers, though we must then be sure that it is really up to date. Some years ago, I saw a display of books on Africa, and I hurried to get some of the history books which I was told were meant for and used in African states. Imagine my disappointment when I picked up a book which started with old Greek history, went on with European history, but told nothing whatever about old African cultures or of the modern history of Africa. Here again, we could maintain contact and assist one another to find the very best of material.

I do not speak of factual books alone, but also of books of fiction. The curriculum for our new school states that children's fiction books are to be used as training material, as material to introduce different ways of living and of the interaction of human beings, and as a source of pleasure in discovering a piece of art. Here again, we in Scandinavia are interested in using books from abroad.

In the discussions on this matter we have been asked if we could help in the literacy program by finding complementary material, such as good fiction books, for young people. We know that school training in many parts of the world is very short; we have received reports from the new or developing countries that they have received nothing but a flood of horror comics of the worst kind from abroad

to maintain the level of reading ability which the young people have attained during the short school training. As a result of these requests, we have asked ourselves: Can we be of any help in this field? If so, in which way? Are the writers to be found in the countries concerned? Is it possible to have books translated into the language required? If so, who is to select the books? Will it be possible to have the material printed in the countries concerned? Will there be paper and other material needed for printing the books? How are the books to be distributed? (As regards the latter question, I think they should be distributed over the schools of every town and village, since, as far as I know, the school, however small it may be, often forms the cultural center of the community. But how to get material there?) Can the teachers' association of the country concerned give some help? In this connection the question crops up as to what our international teachers' associations have done or can do to make Unesco and other organizations concerned understand that this is indeed one of the lines along which the literacy program should be developed.

In conclusion I want to stress that there is a great deal of work awaiting the WCOTP School Library Committee, work which will be of great assistance for many of its member organizations.

Notes on Contributors

MARY LOUISE MANN, as editor of the section entitled "Casebook of School Library Services" beginning on page 162, was most recently the assistant executive secretary to the American Association of School Librarians at the NEA Center in Washington. Her years as coordinator of secondary school libraries in the innovative Metropolitan School District of Washington Township (Indianapolis, Ind.)—best known for its participation in the Knapp School Libraries Project—makes her particularly qualified to identify outstanding programs.

DONALD MERRYMAN starts off the special section on school library services by describing, among other things, the mobile units used for the in-service training of teachers in the Baltimore County Schools. Mr. Merryman is direc-

tor of the Title III, ESEA Project of which he writes on page 162.

GEORGIE GOODWIN tells of the many services a school library can offer in her article beginning on page 164 about the Instructional, Cultural, and Resource Center she directs at Southport High School in Indianapolis.

NELSON HARDING gives an account of the many innovative services the Norwalk (Conn.) Public Schools have been able to provide both the students and the teachers since having integrated closed circuit television into the curriculum and in-service training programs. Mr. Harding, whose article begins on page 165, is director of instructional materials with the Norwalk Board of Education.

MIRIAM PETTER and LILLIAN BLOOMQUIST are elementary school librarians who went to their school district's resident "outdoor education" camp, bringing the library along with

them. They give a sampling of some of their experiences in their article beginning on page 166. The Lindbergh School District in St. Louis County (Mo.) organized this program.

ELIZABETH JOHNSON and THELMA MERRIWEATHER have succeeded in helping partially seeing and blind children in an elementary school participate in the life of their peers by strengthening and expanding their relationships, both in school and in their community. Their insights and suggestions for similar programs can be found on pages 168.

FRANCES HATFIELD describes the media center in operation at a flexible elementary school, exemplary of what is sometimes referred to as the "open building concept." Miss Hatfield is library supervisor for the Broward County Schools in Fort Lauderdale and wrote this article on page 169 with the assistance of Mrs. Irene Gullette, coordinator of elementary library services.

MRS. RUBY SNYDER and JOHN BLAIR have collaborated to give a concise and fascinating report (page 172) of the efforts of the Springfield School District (Oregon) to develop a computerized storage bank of their system's holdings for statewide use. Mr. Blair was the systems analyst on this ESEA Title III project (Project LEEDS), and Mrs. Snyder is the library supervisor for the Springfield Public Schools.

ELEANOR KULLESEID and WAYNE GOSSAGE have developed the unique library program conducted at the Bank Street College of Education where there is joint use of collections and facilities by elementary and college students, to mention but one of the singular aspects of the services described. Their straightforward account of a multi-faceted program in an already complicated structure of faculties and responsibilities makes this a particularly valuable paper. Mrs. Kulleseid is the school services librarian and Mr. Gossage the library director.



Photo by Dennis Brack, Black Star

SENATOR GAYLORD NELSON

Has united American students and the general populace behind his nationwide environmental Teach-In effort. Formerly governor and now senator from Wisconsin, Nelson has been a consistent fighter against all forms of environmental pollution. On page 140 Nelson urges American librarians to join in promoting this united effort against this most unnatural destruction of our environmental resources.

CARLOS VICTOR PENNA

Contributes to the series on international school libraries on page 182 with a look at the problems facing the countries in Central America and Panama as they try to incorporate library services into national education plans. He is director of Unesco's Division for the Development of Documentation Libraries and Archives Services in Paris, France.

BROOKE E. SHELDON

Explains what the public libraries of the Southwest are and should be doing to help Spanish-American children feel self-pride and be free to understand and achieve in what she says is still "The Time of the Gringo." Miss Sheldon also provides an excellent bibliography on the subject in her article beginning on page 123. She is head of Public Library Development for the New Mexico State Library.

MARGOT NILSON

Tells about the growing school reform in Scandinavia and how library programs and services have been integrated with that development. The paper printed here on page 183 was her oral presentation before an international symposium on school library service organized by the World Confederation of Organizations of the Teaching Profession. She is director of the National School Library in Stockholm.



MRS. ANNE MATHEWS

Conducted the original feasibility study on Boulder's total system experiment and has seen it through to this point in time where she is ready to take a cold look around and see how far the project has come. Her evaluation can be found on page 151. Mrs. Mathews is the program director for the Central Colorado Public Library System.



HAROLD LASSWELL

Sees the defender of community values as the greatest enemy to the continuation of "the most unsettling of all human activities . . . the storage, retrieval, and dissemination of knowledge." His

paper, reproduced here on page 142, was adapted from an address presented at the Atlantic City Conference. He is professor of law and social sciences at Yale and author of no.10 in the Public Affairs Pamphlet series, "Reading for an Age Change."



ELIZABETH YATES

Was one of the people involved with a small library in New Hampshire which had somehow to dramatize its need for significant community support when increased student use struck its staff and facilities like a tidal wave. She tells on page 179 what happened when she and others decided to close the library doors. Besides being a trustee of Peterborough Town Library, her long list of credits as an author of adult and children's books includes the 1955 Newbery winner, Amos Fortune, Free Man.

MURIEL JAVELIN

Contributes to the "Libraries in the Therapeutic Society" series with her survey of what public libraries are doing to serve the aging with some asides on what should be happening. Miss Javelin, whose article begins on page 133, is adult services consultant to the Nassau Library System in Garden City, New York



JOSEPH Z. NITECKI

Would like to see more high-quality **professional** librarians and suggests some unique ways of getting the unprofessional tasks off their backs in his article on page 130. Feeling the manpower shortage himself in his job as assistant director of Libraries for Technical Services at the University of Wisconsin-Milwaukee, what he says carries the experienced insights of someone who has had to cope with this problem.

Aware

JOHN A. McCROSSAN

Audiovisual Foreign Language Materials Center. Several months ago I received a letter from Robert O. Sondrol, director of the Melrose, Massachusetts, Public Library in which he described a new service the library was planning to initiate—an audiovisual foreign language materials center. The library was in the process of purchasing various types of print and audiovisual materials and equipment for the use of people who wanted to improve their foreign language skills. The Massachusetts Bureau of Library Extension had granted \$16,585 for this service, the funds being from Title I of the Library Services and Construction Act.

"We are now in the collection building and equipment installation phase," wrote Mr. Sondrol, "so it is too early to present an evaluation of any worth. However, the reaction from the public and press has been most enthusiastic; the reaction from my professional compatriots has been most interesting—they think I am a nut!"

I wrote back asking Sondrol for a further report and an evaluation, if possible, after a month or two, and I recently received a reply in which he indicated that the facility had been installed and that he was now "going through that long period of 'Why won't it work?'" The audiovisual equipment was not functioning right. Apparently, the installers did not understand what was needed, and they had not set the machines up properly. Sondrol was hopeful that the equipment would be "ready to go within the next two weeks."

The purpose of the center is to provide materials for users who want to improve their language skills—conversational, intermediate, or advanced. Materials have been purchased in German, French, Spanish, Russian, Japanese, and English for those for whom English is not the native tongue. Residents of Melrose, Saugus, Stoneham, and Wakefield are eligible to use the center. It is hoped that this systems approach of serving several different political units will make it possible to secure sufficient

John McCrossan is assistant professor, School of Library Science, University of Michigan, Ann Arbor, MI 48104. Librarians and library school teachers who have innovative projects to report, should send the information to Mr. McCrossan at the University of Michigan.

funds to operate the facility on a continuing basis.

Books, magazines, newspapers, films, filmstrips, tapes, and disc recordings are included. There are eight Quest carrels containing a variety of equipment, such as tape recorders, cassette tape player/recorders, record players, and a stereophonic listening system. Movie projectors and filmstrip projectors are also available. Several people have signed up to use the system, the first one being a Japanese girl who wants to improve her English. Sondrol thinks there will be quite a number of users, and he anticipates having to schedule people.

Apparently, the library staff had fun setting up this center. Sondrol wrote: "To sum it all up . . . we had a good time creating this facility; now we want to see it work. I am only sorry about one thing . . . I had \$16,585 to spend, and I spent only \$16,583. I can't figure what happened to the other \$2."

This innovative service seems to be the kind that will be successful, considering how many people are interested in learning foreign languages today. I certainly hope it works. I will ask Mr. Sondrol for a further report on the Center after it has been operating for several months.

Learning Paths at Delhi. The library of the New York State Agricultural and Technical College at Delhi, New York, encourages faculty members to provide audio tape cassettes of their lectures for reserve use in the library. Herbert Sorgen, the head librarian, reports that since students learn at different speeds, it is most desirable to have lectures taped and made available in the library. He summarizes the values of this type of program thus:

Teachers, recognizing that their students learn at varying speeds, offer their lectures -as well as material for more advanced or slower students-for reserve use in the library. Here students receive copies of taped lectures to be listened to-as many times as need be-as reinforcement of learning or as a means of clarifying or relearning previously studied material. Here students can make up missed lectures; and here faculty-previously concerned about students too often being tested not on what they've learned, but on the speed of their learning-can further contribute to the effectiveness of the teaching process (and, most hopefully, to a reduction of academic attrition within our curricula). Furthermore, these tapes also provide faculty members with a means of evaluating the audio portion of their own classroom presenta-

To date the library has received taped lectures for three subjects—animal science, microbiology, and shorthand. The professor simply records his complete lecture at the College's Instructional Resources Center. When finished, he

or his student assistant fills out a form identifying the title, faculty member's name, date, number of tapes, time required to play the tape, series name, and summary of the tape. This form and the master and duplicate copies produced at the Center are then sent to the library where they are processed and cataloged. The tapes are handled by a closed stack-open catalog approach and are shelved by accession number.

Students play the tapes on cassette playback only units—Norelco 2200—which have been made part of the library's carrels and are securely bolted through the tables. With these units it is impossible for students to inadvertently erase tapes. This feature, together with easy storage and use of cassettes, influenced the library's decision to use this medium.

The cost of the program has been minimal, the total expenditure including materials being well below \$1000 for 1969. Major costs included purchase of five Norelco playback units, five AC adapters, two Norelco "350" compact cassette tape recorders, and a supply of C-60, C-90, and C-120 tapes.

One very interesting discovery which the library staff has made is that many students would like to have summaries of lectures available on tape so that they do not have to sit through a fifty to sixty minute lecture "which may have failed to satisfy the student during his initial exposure."

Sorgen reports that it is too early to evaluate the potential of the program. "More faculty on our campus . . . will have to be permitted the time to develop action-oriented learning experiences for individual study before the full impact of this medium can be presented within the library."

Computer-assisted Instruction in Reference. The University of Michigan Library School has received a grant of \$65,045 from the U.S. Office of Educa-

Highsmith Library Supplies and Books Catalog

Many new pages of fascinating items — new "non-book" AV files, new children's book browsers, new \$1.95 desk carrels, new book trucks, 433 new paperbacks. Write for our new Catalog. THE HIGHSMITH CO., INC., Fort Atkinson, Wis. 53538.



tion for a project concerning the development and testing of materials for computer-assisted instruction in the education of reference librarians.

It is hoped that this technique may make a contribution to solving the problem of faculty shortages by providing new tools to relieve teachers from basic instruction and thus to enable them to devote more attention to tutorial sessions and advanced seminars. Computer-assisted instruction may also help to correct some dissatisfaction in library education by making available a type of education in which reference situations can be simulated.

The materials being developed for this project are of two basic types. The first is a linear program and the second is made up of simulated exercises. A total of 167 annotations and 850 questions have been organized into a linear program by which students are assisted in becoming acquainted with reference sources and their uses in meeting the informational needs of library patrons.

The project is directed by Thomas P. Slavens, associate professor of library science. He is assisted by Dr. David Starks of the Center for Research on Learning and Teaching at Michigan and by three research assistants and a computer programmer.

Institute on the Disadvantaged. A two-week institute conducted at Western Michigan University's Department of Librarianship by Professor Eleanor McKinney will have an effect on many more librarians than those who attended as participants. As a direct result of the program, a guide to library work with disadvantaged children has been published, and a new library science seminar has been established at Western.

The Institute, funded under Title II of the Higher Education Act, focused on the idea of elementary school libraries and public library children's librarians working as a team to plan library services for three- to seven-year-old urban disadvantaged children. Twenty-nine librarians from fifteen states attended. Most of them came in pairs from the same urban community, one from a public library and one from a school, and they worked together on a plan of action which they could carry out back home.

The publication, entitled *The Good Seed*, is a distillation of the Institute's proceedings and conclusions and an introduction to the concept of the two types of libraries planning services together for underprivileged urban young people. Copies of the thirty page booklet are available at \$1.65 each through Campus Bookstore, Western Michigan University, Kalamazoo, MI 49001.

The seminar, being taught during the current Winter Term, is entitled "Pro-

grams of Library Service to the Preschool and Preteen Socially Disadvantaged Child." Major topics being covered are: 1) issues and problems in teaching the disadvantaged child in the poverty areas of the United States; 2) the needs and characteristics of the children, and the characteristics of the librarians and teachers who work successfully with them; and 3) the library book and nonbook media as well as creative activities which may contribute to the enrichment of the life of the children.

A number of institutes have had effects which reach far beyond the librarians who attended as participants—publications, new library school courses, state and regional meetings devoted to topics covered, etc. A study of the institute program is currently being carried out by the U.S. Office of Education. When completed, it should give us detailed information on the effects of the program.

Publications Checklist

The following publications of interest to the profession have been received in the American Libraries office. The materials are then forwarded to the ALA headquarters' library for possible inclusion in their collection.

Annotated Recruitment Checklist. Revised. 1969. American Association of Law Libraries, Recruitment Committee. 52 pp., paper. \$2.

This is background information on the types of institutions which are potential employers, personality and education requirements for employment, how and where to fulfill requirements, and opportunities for advancement. Of interest to all professional collections and should be to medium and large public and secondary career collections.

Appendix to the Public Library Standards. 1969. Ottawa: Canadian Library Association. 23 pp., paper. \$2.

It is interesting to note that the starting salary for Librarian I was recommended as \$7300 and for Library Technician at \$5000 for 1969. The committees promise to provide periodic revision of that figure.

A Bibliography of Doctoral Research on the Negro 1933–1966. Compiled by Earle H. West. 1969. Xerox University Microfilms. 134 pp. No price provided. This lists 1452 dissertations arranged under several broad subject classes by an associate professor at Howard University. Strangely enough it has an author index which indicates the cost for xerographic and microfilm copies. There are separate order guides available from the company at Ann Arbor, MI 48106.

The Black Politician: A Journal of Current Political Thought. Vol 1, no. 2. October 1969. Quarterly by The Center on Urban and Minority Affairs, 955 S. Western Ave., Suite 209, Los Angeles, CA 90006. \$1 an issue.

Much needed and graphically handsome, this magazine will be appreciated in many a library. The issue viewed had an exclusive article on "Nixon and the Blacks," plus articles on Tom Bradley's campaign for mayor of Los Angeles, a black studies outline and bibliography, three views on the Panthers, Julian Bond and A. June Franklin, an analysis of FDR's New Deal policy toward blacks, and an American Indian's view of Red Power. It is not indexed yet, but it looks like it will be if it keeps up the standards.

Black Writing in the U.S.A.: A Bibliographic Guide. Compiled by Pat M. Ryan. 1969. Drake Memorial Library, SUNY, Brockport, N.Y. 53 pp., paper. Order from The College Store, State University of New York, Brockport. \$1.

This seems to have a comprehensive section on ms. and book collections, bibliography and reference, periodicals and anthologies relating to the history and literature of the blacks in the U.S. It is in its second printing.

Botfield, Beriah. *Notes on the Cathedral Libraries of England*. London: W. Pickering, 1849. Reprinted, 1969. Gale Research. 527 pp. \$24.50. LC 68-23138.

This volume is of interest to scholarly libraries as it provides a description of twenty-seven libraries and a listing of their more important materials. Some acquisitions people will check the o.p. market before ordering.

Buy, Beg or Borrow: A Choice of Books for Children. Compiled by Kenneth A. Wood. 1969. London: The Library Association Youth Libraries Group. YLG (Pamphlet No. 5). 16 unnumbered pp. Order from C. H. Ray, 45 Stephenson Tower, Birmingham 5, England. 1s. SBN 85365-371-2.

Mr. Wood is children and schools librarian at Wiltshire County Library. The list is annotated and aimed at people selecting books for children and near-children. There would be opportunity for covert reading on their own.

Canadian Books: 1968. 1969. Ottawa: Young People's Section, Canadian Library Association. 28 pp., paper. 20¢.

This is the annual list prepared by the Committee on Canadian Books.

Catalog of Small Press Publications. 1969. Committee of Small Magazine Editors and Publishers, P.O. Box 703,

San Francisco, CA. 94101.

The committee has a COSMEP Newsletter which acts as an addition to the above publication. The catalog is twenty-nine pages with some unnumbered pages with advertisements. Title changes and a few subject entries appear along with such pupil-dilating names as Camels Coming Press, Dead Angel Press, The Goodly Company Press, Open Skull Press, and under Unclassified is a press that changes its name with every product. They sent us no information on cost for the catalog or newsletter. Tell them American Libraries sent you. That ought to upset them.

Conference Proceedings in the Health Sciences. Health Sciences Research Centre, National Science Library, Ottawa, Canada. 288 pp., paper. \$10. NCR No. 10885.

Here is a master index of the "shadow literature": i.e., conference proceedings held by the National Science Library in Ottawa. This bilingual publication supplies an alphabetical list, keyword index, sponsor index, place index, date index, and editor index. The appendix is a list of keywords and see also entries. Order from the publisher.

Edwards, E. I. *The Enduring Desert: A Descriptive Bibliography*. Los Angeles: Ward Ritchie Press. 316 pp., slip case. \$27.50

A noted authority and author on southwest deserts devotes most of his entries of books and magazine articles to Southern California deserts. Of special interest to research libraries as Mr. Edwards is quite complete in his citations. It is arranged by author with a checklist of books with incidental reference to California deserts; a partial record of journals, diaries, etc., of pioneers; and an author title index. The annotations are in the grand tradition of bibliography compilation.

Insurance Facts: 1969. New York: Insurance Information Institute. 80 pp., paper. Single copy free.

A collection of graphic statistics relating to property and liability insurance. Suitable for general popular knowledge and inquiry. Reference libraries will want to write for a copy at the Institute, 110 William St., New York, NY 10038.

Intermountain Union List of Serials. Edited by Donald W. Johnson and Larry Larason. 1969. Arizona State Library Association. 800 pp. \$30.

This is part one of a Title III-funded project and covers fifteen southwest libraries with 13,000 titles. Mr. Johnson states that he and his staff have developed a completely automated serials listing system that has no limit in capacity or flexibility and may prove to be a model for other regional lists. We have not seen the product at this office so you had best direct your inquiries to him at Hayden Library, Arizona State University, Tempe, AZ 85281.

"Is Anybody Listening?" Prepared by YASD at headquarters in Chicago. Order from Young Adult Services Division. 100

copies, \$3; 500 copies, \$10; 1,000, \$15 (prepayment is requested).

A listing of books on the social and personal concerns of the teen-ager. Good as a hand-out for public libraries and school libraries and should be snapped up by those that cannot afford a handsome three-color grabber for a cover.

Kujoth, Jean Spealman. Libraries, Readers, and Book Selection. 1969. Metuchen, N.J.: Scarecrow Press. 457 pp. \$10. SBN 8108-0265-1, LC 70-6897.

Here are forty-four articles that appeared for the most part between 1960-67 in the library press relating to book selection and deals with general problems. Special sections deal with public and academic library collection, trends, reading interests, communication and reading values, and censorship. It is of primary interest to students and for practicing librarians behind in their professional reading.

Libraries at Large: Tradition, Innovation, and the National Interest. Edited by Douglas M. Knight and E. Shepley Nourse. 1969. New York: R. R. Bowker. 664 pp. \$14.95 postpaid in U. S. and Canada, \$16.45 elsewhere. SBN 8352-0223-2, LC 70-79429.

This is a "resource book" that is based on materials gathered for the National Advisory Commission on Libraries (remember?). It is important and consequently is thick, small in type, has graphs and tables, and 120 pages of appendixes, and costs money. Parts of it read well and other parts read even better. Put me down as pickey if you wish, but this would have reached more people in three volumes. As it is, it is important primarily to libraries with planning and development potential, plus research collections.

Library Careers: Second Year Report. 1968–69. Cuyahoga County Public Library, 4510 Memphis Ave., Cleveland, OH 44144. 29 pp., spiral bound.

Directors Alice Aiello and Gloria Teel have been experimenting under an L.S.C.A. grant from the State Library of Ohio in reaching college students and graduates interested in a second career with the prospects of a library career. They claim 1602 contacts in the two year-period with ninety enrolled in library schools. A questionnaire shows that people are attracted to library work mostly for its service-topeople qualities and the least for job security and financial rewards. The ALA Office for Recruitment has a copy of the report and examples of promotional materials.

May Hill Arbuthnot Honor Lectureship. Four-page reprint from the November 1969 issue of *Top of the News*. Single copy, \$10; 10, \$1; 25, \$2; 50, \$3.75.

Multi-Jurisdictional Area Development: A Model and Legislative Program. 1969. Institute for Rural America. 126 pp., paper. Order from Spindletop Research Inc., P.O. Box 481, Iron Works Rd., Lexington, KY 40501. No price.

Cooperative efforts to better their lot is

covered in this background paper on state and federal attempts at multi-governmental unit development. It could be of help to library units and certainly is of interest to state and large university libraries.

The National Bibliography of Botswana. 1969. Vol. 1, no. 1. Botswana National Library Service. 10 pp. mimeo.

The scope of the bibliography is limited strictly to work published within the Republic. There are possibilities for exchange and subscription by writing to Jane Crook, editor, Botswana National Library Service, Private Bag 36, Gaberones, Botswana, Africa.

The Negro in the United States: A Working Bibliography. Compiled by Dorothy B. Porter. 1969. Xerox: University Microfilms. 202 pp. No price provided. SBN 8357-0002-X, LC 68-55572.

This is a selected bibliography designed to assist in selection of materials in and out of print. It is arranged according to broad subject areas that include reference works and current periodicals. It is, of course, of interest to the research library, but medium sized public libraries and small college libraries could use it for literature searches and interlibrary loan purposes.

A New College Student: The Challenge to City University Libraries. Edited by Sharad Karkhanis and Betty-Carol Sellen. 1969. Library Association of the City University of New York. 59 pp. paper. No price.

The papers presented at the April 10, 1969 institute of LACUNY include "Book Prisons—The Reform of Knowledge Monopoly Systems," William Birenbaum, president, Staten Island Community College; "The Student-Programs and Problems," Richard Trent, director, Educational Opportunities Program; and "The New College Student and the Library," a panel. Direct inquiries to Miss Sellen at Brooklyn College.

Police! A selected bibliography. 1969. Jefferson Parish Library. 6 pp., mimeo.

This is a rather simplistic bibliography that includes My Dog Rex and some imprints from the 1950's. It does not reflect too kindly on the collection, but a library should present a bibliography of its holdings in this area that is so little understood by the public. Some samples might be available from Maurice D. Walsh, administrator, JPL, 3420 Causeway Blvd, Metaire, LA.

Position Classification and Principals of Academic Status in Canadian University Libraries. 1969. Canadian Association of College and University Libraries, CLA. 24 pp., paper. \$2.

No faculty titles here. There are General, Senior, and Principal Librarian. And as for faculty status, they have defined it—which is more than their U.S. cousins have been able to do. There are job descriptions included for supportive staff that will interest all academic librarians.

Poverty, Rural Poverty and Minority Groups Living in Rural Poverty: an Annotated Bibliography. 1969. Institute for Rural America. 159 pp., paper. Order from Spindletop Research, Inc. P.O. Box 481, Iron Works Rd., Lexington, KY 40501. No price.

A basic and somewhat popular press bibliography designed to be used as a jumping-off place for deeper bibliography and research. Every problem conceivable is touched upon except library service.

School Library Personnel Task Analysis Survey. Special report by Research Division of NEA. Chicago: ALA-AASL (School Library Manpower Project). 91 pp., paper. \$2.

This is a report on Phase I of the School Library Manpower Project, a national study to identify the tasks performed by school library personnel in unified service programs at the building level. In other words, they have identified the tasks and duties performed in media centers that met the Criteria of Excellence approved by the Project Advisory Committee. This is a preliminary step in a long-range program designed to update the educational preparation for school librarians. It is of interest to all concerned with techniques of task identification and to educators in the library and education field.

Selected List of Music Reference Materials. Revised ed. compiled by Melva J. Dwyer. 1969. Canadian Music Library Association, CLA. 15 pp., paper. \$2.

This is a complete revision of the 1967 list. It does not contain annotations and the few titles included that are o.p. are so listed. It is fine as a purchase guide.

A Study of Library Services for the Disadvantaged in Buffalo, Rochester, and Syracuse. Center for Field Research and School Services. New York University. 360 pp., spiral bound. Will be available from ERIC.

This report, made for the Division of Library Development, New York State Department of Education, is of significant interest to all urban area libraries. The story is not new. It is an indictment of librarians and their programs that do not relate to the needs of the people they serve. The biggest emphasis is on the training of librarians to their responsibilities in the

Machine EASY TO USE FAST LOW COST

PRINTS CATALOG CARDS

Hundreds of Libraries—big and small—now print 3 x 5 professional catalog cards and postcards (any quantities) with new precision geared stencil printer especially designed for Library requirements. Buy direct on Five Year Guarantee. FREE—Write TO-DAY for description, pictures, and low direct price. Cardmaster.1920 Sunnyside. Dent. 12. Chicago 60640

hopes they avoid the mistakes of those involved in open housing and desegregation problems. The paternalism of the library is slapped with this statement: "... the tendency to plan for the poor, rather than to plan with the poor."

Proceedings of the American Society for Information Science. Vol. 6. Cooperating Information Societies. Edited by Jeanne B. North. 1969. Westport, Conn.: Greenwood Publishing. 532 pp. \$10.

Here is the 32nd Annual Meeting at San Francisco on October 1-4, 1969. All of the papers, charts, and graphs are here. I envy their ability to produce such a document in such a short time. If you are at all interested in networks you should have an opportunity to dip into the papers presented here.

Rankings of Ohio Public Library Statistics. 1969. Columbus: State Library of Ohio. 51 pp., unbound paper. Order from Card Repro Service Catalog Center, 1434 W. 5th Ave., Columbus, OH 43212. \$1.50.

Using the computer, the 1968 statistics were rearranged and ranked according to circulation, volumes added, total volumes, operating expenses, and number of staff. It makes interesting brief investigation and maybe gives administrators something to growl about when they start comparing themselves to their brothers of the rank. And I wouldn't be surprised if some trustees didn't look at this and ask their librarians some funny questions.

Rare Books of the 16th, 17th and 18th Centuries. 1969. Library of the Ringling Museum of Art, Sarasota, Florida. 32 pp. No price.

This is the handsome catalog of the exhibit staged in November of 1969. It is well-illustrated and has fifty-eight annotated entries.

Serving the Spanish Community: Puerto Rican Bibliography. A reprint of an article that appeared in the Fall 1969 issue of RQ. Chicago: Adult Services Division, ALA (order directly from ASD office) 11 pp. Single copy free; 10 copies, \$2; 25, \$5 with prepayment. SBN 8389-5246-1 (1970).

Madeline Kirschner compiled this listing that is not only annotated but contains a list of publishers and distributors. She is a language specialist at the Brooklyn Public Library.

Sex and the Library by Mary W. Behm. Reprinted from the November 1969 issue of Top of the News. 17 pp. Single copy 20¢; 15, \$2. Order from the Young Adult Services Division at Chicago ALA head-quarters.

Introductory material and annotated materials list including a media materials list by Laura Singer-Magdoff and Judith Buskin. Could well be used by all public and school libraries as a hand-out to parents hung up on sex education. It could also be used in connection with a program for adults showing them what is available in

the library to assist them with a fragile subject.

Standards of Practice for West African Libraries. 1969. Nigeria: Institute of Librarianship, University of Ibadan. 116 pp., paper. Order from the University of Ibadan Bookshop. \$3.60 including postage.

This is the result of a seminar held at the Institute, April 15–16, 1967. It includes papers on standards for university, public, school, and special libraries. There is a bibliography and list of participants. John Dean, director of the Institute, is editor.

Stone, Elizabeth W. Factors Related to the Professional Development of Librarians. 1969. Metuchen, N. J.: Scarecrow Press. 281 pp. \$7.50 SBN 8108-0274-0. You recall Miss Stone's hard-hitting article in the February 1969 ALA Bulletin "Administrators Fiddle While Employees Burn-or This is the doctoral thesis that gave birth to that article, and it offers enough meat to keep you chewing for months. This is a significant study of the relationship between motivation and professional development. Not only will you learn what makes some librarians develop high standards of continuing development, but you will learn what turns them on. There are over 850 suggestions for action directed to all classification of library units and employees from the boss to latest answer to the manpower problem. Not only recommended to professional collections but to the librarians who usually don't read about themselves.

Survey of Libraries Part II: Academic Libraries 1966-67. 1969. Ottawa: Adult Education Section, Dominion Bureau of Statistics. 50 pp., paper. 75¢.

During this period, use of academic libraries went up 9.3 percent, expenditures for salaries and wages was 47.4 percent of expenditures, 24.6 percent of the staffs were classed as professional and the median salary was \$7170.

Systematic Analysis of University Libraries: An Application of Cost-Benefit Analysis to the M.I.T. Libraries by Jeffrey A. Raffel and Robert Shishko. 1969. Cambridge, Mass.: M.I.T. Press. 107 pp. \$6.95. SBN 262-18037-5, LC 74-90749.

New approaches to library cost determination are described here in detail: the cost of keeping a volume on a shelf, the value of study-reserve systems, an analysis of temporary cataloging, etc. A case book for consideration by all large research libraries and a must on library school shelves.

31st Biennial Report of the State Library Commission to the State Board of Administration for the Period July 1, 1966 to June 30, 1968. 1969. North Dakota State Library. 24 pp. Free until supply is exhausted.

Trejo, Arnulfo D. "Library Needs for the 'Spanish-speaking.'" Reprint from the September 1969 ALA Bulletin. 6 pp. Order from Order Dept. at ALA head-quarters in Chicago. 25 copies, \$1.25 prepaid. SBN 8389-5230-5.

Classified Advertisements

Rates: \$1.50 a printed line; ALA Members, \$1. Please state whether you are an ALA member when placing your advertisement. Copy receipt and cancellation deadline—six weeks preceding date of issue. If voucher forms are required, submit them with duplicate copy of our invoice to the Classified Department. Invoices issued after publication date; prepayment not accepted.

Advertisers—please check your ads! Each ad is carefully proofread, of course, but still an error can occur in content or classification.

If you find an error in your ad, and if you notify us immediately after its initial publication, we'll be responsible for corrections. But, if error continues after first publication and we are not notified of the error immediately, the responsibility is yours.

FOR SALE

- OUT-OF-PRINT, Colonial "out-of-print" Book Service, Inc., specialists in supplying out-of-print books as listed in all library indexes (Granger: Essay & General Literature, Shaw Standard, Fiction, Biography, Lamont, Speech, etc.). Want lists invited. 23 E. 4 St., New York, NY 10003.
- PERIODICALS bought & sold. Sets, files, back issues. Canner's ALA Dept., Boston, MA 02215.
- "OCCUPATIONS Filing Plan" by Wilma Bennett, new, revised edition now available from the Interstate Printers and Publishers, Inc., Danville, Illinois 61832, at \$14.95 for the book listing the headings + the set of labels for 393 fields of work and 698 see references for use on your own folders to organize and service your unbound occupational information.
- BACK Number Magazines. Established 1889. Largest and best selections anywhere. Please send us your list of Duplicates for Sale. Abrahams Magazine Services, Inc., Serials Dept., 56 E. 13 St., New York, NY 10003.
- **BOOKS** located for you. Any out-of-print titles. Free searching. Never an obligation to buy any book. We will locate 1 or 1,000 books for you. Write Brainard Book Co., Box 444AL, La Grange, IL 60525.
- EXCLUSIVE want lists get prompt attention, wide search, reasonable prices from International Bookfinders, Inc., Box 3003-ALA, Beverly Hills, CA 90212.
- OVER 2,000,000 backdate magazines! Send want lists. No catalog. Established 1932. Midtown Magazines, Inc., Box 917-AL, Maywood, NJ 07607; (212) 993-6579.
- U.S. GOVERNMENT publications. We buy, sell, and exchange. Samuel Ward, La Plata, MD 20646.
- GOVERNMENT Printing Office publications at GPO prices, mailed within 72 hours. Order from Marv Broadbent, Box 11000, Washington, DC 20008.
- GOVERNMENT publications. Current documents mailed in 3 days. Same GPO prices. CaDocs, Box 4922, Washington, DC 20008.
- INTERNATIONAL Congresses are one of our specialties. Foreign books and periodicals, current and out-of-print. Albert J. Phiebig Inc., Box 352, White Plains, NY.
- SERIALS bought and sold. Entire runs or single issues. Catalogs sent on request. J. W. Caler, Inc., 7506 Clybourn, Sun Valley, CA 91352; (213) 877-1664.

- JUST arrived—an entire library of medical journals, also IRE/IEEE transactions, USGS publications, NACA/NASA publications, AAS, and other symposia. J. W. Caler, Inc., 7506 Clybourn, Sun Valley, CA 91352; (213) 877-1664.
- JUST reprinted. C. D. Cobham 'Excerpta Cypria'
 All those interested in the above book, and
 books on Cyprus, may contact Costas D.
 Stephanou, 8, Saint Paul St., Nicosia 109,
 Cyprus.
- ANTIQUARIAN firm selling its out-of-print set department in history, literature, reference, etc., art books, Americana, etc. Approximately 750 sets and worthwhile single books. An excellent opportunity especially for a new College Library. Write B-527.
- ENGLAND, London. Ealing School of Librarianship. "The scene in British librarianship." A course for American librarians, June 22-July 3, 1970. Visits to Oxford, Cambridge, British Museum, etc. \$100. Full details from Ealing School of Librarianship, Ealing Technical College, London, W.F., England.

NOTICE

Respondents to advertisers offering faculty "rank" and "status" are advised that these terms are ambiguous and should inquire as to benefits involved.

All advertisements submitted by institutions offering positions *must* include a salary range. The range should provide the applicant with an indication of the salary the institution is willing to provide for the position offered.

All advertisements for the Positions Wanted and the Positions Open classification will be edited to exclude direct or indirect references to race, creed, color, age, and sex as conditions of employment.

POSITIONS WANTED

- LIBRARIAN, M.S.L.S., 15 years experience in a wide variety of library situations, is available immediately for a responsible assignment as (1) audiovisual/fine arts department head, or (2) library systems analyst/programmer (computerized book catalog a specialty), or (3) director of a small public or industrial library. Paul O'Bannon, Box 4006, San Diego, CA 92104.
- LIBRARIAN, over 12 years experience as head cataloger in university libraries, interested in technical services or other administrative position. Chicago area preferred. Write B-523-W.
- LIBRARIAN, married. M.A. (library), Ph.D. (French). Seeks challenging directorship in quality program college/university library. 17 years experience, 13 as head librarian, 9 years college teaching, including independent study program direction. Primary interests: collection building, library-curriculum-research integration. Building planning experience. Present salary \$16,000. Available July-September 1970. Write B-525-W.
- LIBRARIAN, M.S. in L.S. seeks government documents or general references position. 2 years documents/microforms experience: U.S., Wisconsin, UN, UNESCO, & OBCD documents; in charge of microfilm collection of periodicals, ERIC, OAS, HRAF, & monographs. Some general reference, readers advisory, and serials experience. Available June 1. Write B-528-W.

LIBRARIAN with bachelor's and master's degrees in library science, available for teaching cataloging. Extensive cataloging experience in academic, research, and large public libraries. Write B-529-W.

POSITIONS OPEN

WORLDWIDE

GREECE. Cataloger, Dewey system (English, French) required for American liberal arts college. International community. Write Head Librarian, Pierce College, Box 472, Athens, Greece.

ALA HEADQUARTERS

BOOKLIST Office. School or children's librarian to review children's books. The full-time position consists of reading and evaluating children's books in all subject areas and at all age levels from preschool through teenage, and writing concise, critical annotations of the books recommended for library purchase. Qualifications include a degree from an accredited library school, sound knowledge of children's literature, and experience in using books with children in school or public libraries. Beginning salary, \$8,772; maximum \$12,360 reached by 7 yearly increments. Liberal vacation and sick leave allowances and other benefits. Apply to B. A. Roberts, Personnel Office, ALA Headquarters, 50 E. Huron St., Chicago, IL 60611.

ACADEMIC LIBRARY

Administration

RHODE ISLAND. Head of art and design college library which is planning reorganization and development. Requires M.L.S. and experience. Faculty status, social security, T.I.A.A., major medical, group life insurance, month vacation. Salary open. Send application and resume to President, Rhode Island School of Design, 2 College St., Providence, RI 02903.

OHIO. Director, university library: State University, Bowling Green, Ohio, solicits applications from well-qualified individuals for directorship of its new \$4.5 million university library. Growing university of 14,000 students, in predominantly rural area, small city environment, easy access to Toledo, Detroit, Cleveland. Finest library facilities, experienced professional staff of 24 and large support staff. Automated circulation system, developing automated serials list. Candidates should have Ph.D. or equivalent, administrative experience, ability to work harmoniously with faculty. Salary in \$22,000 range for 12 months, vacation, and fringe benefits. Send inquiries to Richard C. Carpenter, Actg. Dir.

MISSOURI. Position open. Head librarian, municipal library of University City, Missouri. M.L.S. + experience. Administer professional staff and annual budget of over \$200,000. New, modern library building opening early 1970. Strong community support, creativity encouraged. University City is a cosmopolitan, residential suburb of St. Louis, with a population of 55,000 and a high ratio of business and professional people, adjacent to Washington University. Beginning salary, from \$10,000. Send application and resume to L. Aynardi, University City Library, 630 Trinity Ave., University City, MO 63130.

MARYLAND. Head cataloger. Position now open in a small state college. New library. No experience recessary. Degree from library school required. L.C. classification. Conversion in process. Supervision of 2 library assistants and student help who handle routine procedures. 2 hours from Washington, DC. 12-month salary range \$9,000-\$10,750. Actual salary dependent on background and experience. 20 days vacation, state retirement plan. Apply by letter and submit resume to R. A. Burke, L. Con., St.

Mary's College of Maryland, St. Mary's City, MD 20686.

ILLINOIS. Chief cataloging librarian. To supervise a staff of 7 catalogers, 18 subprofessional. Library of Congress classification in use since November 1966; reclassification project underway. Interest in experimenting with MARC II tapes and with data processing equipment is important. Supervisory experience in technical service is desired. Ability to delegate responsibility and to make effective use of nonprofessional assistants is highly important. Salary \$10,000-\$14,000. Apply to Joe W. Kraus, Dir. of Ls., Illinois State University, Normal, IL 61761.

MICHIGAN. Slavic positions, University of Michigan Library, Ann Arbor. Large Slavic collection, strong faculty support and interest. *Bibliographer*, to be responsible for Slavic selection and acquisitions, appointment within range \$10,500-\$12,000. *Cataloger*, experience not required, appointment within range \$7500-\$8100.

MONTANA. Immediate position as head librarian at Northern Montana College, Havre, Montana. A master's degree in library science preferred and library experience necessary. Here is a challenge for the person who desires to grow with a growing college. Salary negotiable, based on education and experience. Fringe benefits: Retirement, social security, sick leave, vacation, hospitalization and group life insurance benefits. If interested, please write or call William L. Erickson, Ex. Asst., Northern Montana College, Havre, MT 59501; (406) 265-7821, Ext. 25.

NEW YORK, Chief librarian. Challenging opportunity in growing community college in New York City; new learning resources program planned. Qualifications: academic library and educational media administration experience, interest in innovation, leadership qualities, MLS and appropriate graduate education. Faculty rank, excellent fringe benefits. Salary \$15,760-\$28,550 dependent on qualifications. Open September 1, 1970. Write B-530.

Multiple

WISCONSIN. University, Parkside, a new degreegranting campus of the University of Wisconsin, on Lake Michigan, accessible to both Milwaukee and Chicago, seeks (1) head cataloger, (2) general cataloger, (3) reference librarian, (4) government publications librarian. Intake of more than 30,000 titles yearly supports undergraduate courses in liberal arts, also engineering, business, and labor specialties. Library philosophy is based on innovation and active sense of public service. Reference librarian can be senior or junior; must be strongly subject oriented. Government publications librarian must also have cataloging skill. For the right qualifications we will pay well. We aim to complete interviewing by March 1. Apply Philip M. Burnett, Dir. of L., University of Wisconsin-Parkside, Kenosha, WI 53140; (414) 658-4861.

OHIO, Northern University seeks candidates for 2 positions: (1) Reference librarian-varied responsibilities including bibliography microform services and interlibrary loan services. (2) Assistant acquisitions librarian—to work closely with the acquisitions librarian in developing and coordinating departmental procedures. Both positions start September 1, 1970. M.L.S. required, \$7,200 and up depending on qualifications. Library two years old; attractive fringe benefits, faculty rank and status, 12-month positions with month vacation + holidays. Library participating in Ohio College Library Center. Located in northwest Ohio, 11/2 hours from Toledo, Dayton, and Columbus. Apply J. Wayne Baker, Ln., Northern University, Ada, OH 45810.

GEORGIA. State-supported senior college in central Georgia has present and future openings in public service and processing. Must have 5th-year degree from accredited library school. Please send resume to B-532.

Services

MARYLAND. Reference librarian. Position now open. Degree from library school required. A challenging opportunity to exercise initiative within a new library with a rapidly expanding undergraduate book collection requiring close association with faculty and students. 2 hours from Washington, DC. 12-month salary range \$9,000-\$10,300. Actual salary dependent on background and experience. 20 days vacation, state retirement plan. Apply by letter and submit resume to R. A. Burke, L. Con., St. Mary's College of Maryland, St. Mary's City, MD 20686.

VIRGINIA. U.S. Government documents librarian: Challenging opportunity to develop a small, rapidly expanding government documents collection in a university depository library near resort area. Requirements: M.L.S. from an ALA-accredited library school and an active interest in reference work. 35-hour week, academic rank, 12-month contract, 5 weeks vacation. Salary: \$8,400-\$10,200, depending on experience. Available May 1, 1970. Please send resume to Brewster E. Peabody, Dir., Hughes Library, Old Dominion University, Norfolk, VA 23508; (703) 627-2931, Ext. 246.

ARIZONA. Acquisition librarian. Live and work in the tall pine country of Flagstaff where the crisp, dry air is fresh and untainted by air pol-Iution! Northern Arizona University, with a student body of 8,000 and a second campus to open 1970-71, needs an acquisition librarian now. Supervise a departmental staff of 4 clerks and 15 student assistants. Manage a resources budget of \$280,000, which is on the increase. The position requires an ALA-accredited degree, + a minimum of 2 years' professional experience. Minimum salary is \$7,800; more for additional education and/or experience. Faculty status, 3 weeks' vacation, retirement plan. Send resume to Frank A. Schneider, L. Dir., Northern Arizona University, Box 5649, Flagstaff, AZ 86001.

FLORIDA. AV specialist, spend ½ time developing AV program including teaching one AV course. 35-hour week, 12-month contract, health and life insurance, social security, faculty status, free T.I.A.A., month vacation. Stetson is located 40 minutes from Orlando, 20 minutes from Daytona Beach and adjacent to the St. Johns River. Position open June 1, 1970. Salary open. Apply to Director, duPont-Ball Library, Stetson University, DeLand, FL 32720.

growing urban college. Will organize and administer central serials record; be responsible for ordering, recording, and binding preparation. 5th-year degree required; advanced work in subject area very desirable. At least 2 years relevant experience. Academic rank. Month vacation. Many benefits in progressive state university system. Minimum salary \$10,000 dependent on education and experience. Position available now. Apply to Seymour Schneider, Dir. of L., Northeastern Illinois State College, Bryn Mawr at St. Louis Ave., Chicago, IL 60625; (312) JU 3-4050, Ext. 341.

WISCONSIN, Whitewater. State university seeks candidate for the periodicals and reserve librarian position, who will be responsible for the operation of the periodicals and reserve department. Salary for the 1970-71 academic year with opportunity for summer position at 2/9 of academic year salary depends upon qualifications, training, and experience. Qualifications: Graduate degree from accredited library school and successful library experience (preferably 2 or more years of successful experience in serials department). Service to begin September 1, 1970. Professional rank depends upon qualifications of appointee. Professional librarians have academic rank and privileges, university retirement system, Blue Cross-Blue Shield, sick leave, social security, and included in state retirement. Excellent working conditions in new, air-conditioned building with cooperative faculty. Write Stith M. Cain, Dir. of Ls., State University, Whitewater, WI 53190.

Technical Processing

VIRGINIA. Cataloger in law school library. Faculty status. Salary range \$9,120-\$11,520. Apply Frances Farmer, Law Ln., University of Virginia, Charlottesville, VA 22901.

OHIO. Cataloging head. Position open July 1 in a state university. M.L.S., knowledge of LC and administrative experience necessary. Present staff of 11 will grow. New building being planned. Salary up to \$10,000, depending on experience. Fringe benefits excellent. Apply to Pauline Franks, Assoc. Univ., Ln., University of Akron (Ohio) 44304.

NORTH CAROLINA. Assistant cataloger. Position open in fast-growing university library using L.C. New campus with addition to present library building under construction. Degree from ALA-accredited school required; experience desirable. Faculty rank, 22 days vacation, 10 paid holidays, 10 days sick leave. Salary \$8,000-\$9,100. Joseph F. Boykin, Jr., University of North Carolina at Charlotte, P.O. Box 12665, Charlotte, NC 28205.

OHIO. Marietta College needs 4 professional catalogers for strictly supervisory summer positions in Dewey to L.C. project, June-August 1970; adequate supporting clerical staff. 32½-hours, 5day, \$150/week. Apply by March 1, 1970, to Robert F. Cayton, Ln., Dawes Memorial Library, Marietta College, Marietta, OH 45750.

UTAH. Cataloger for University of Utah Libraries. New building with over 1,200,000 volumes. Faculty status, sabbatical leaves, 24 days vacation, T.I.A.A.-C.R.E.F., Blue Cross-Blue Shield, low-cost life and accident insurance. Salary \$6,850 up (\$7,200 up July 1). Accredited M.L.S. Send resume to Beth Oyler, Pers., Off. University of Utah Libraries, Salt Lake City, UT 84112.

WISCONSIN, Whitewater. State University seeks candidate for the position of assistant learning materials center librarian (technical processes), to work under the supervision of the head of the learning materials center. Salary range from \$8,000-\$8,700 for the academic year with opportunity for summer position at 2/9 of academic year salary. Master's degree in the field required. Library experience desirable, Service to begin September 1, 1970. Professional librarians have academic rank and privileges, university retirement system, Blue Cross-Blue Shield, sick leave, social security, and included in state retirement. Excellent working conditions in new, air-conditioned building, with cooperative faculty. Write Stith M. Cain, Dir. of Ls., State University, Whitewater, WI 53190.

CANADA. Cataloger: Graduate degree in library science. Science degree or language facility in Slavic or Romance languages required. Academic experience desirable. Normal benefits. Salary negotiable from \$7,500, dependent on qualifications. Apply Dorothy Davidson, Asst. Ln., Mills Memorial Library, McMaster University, Hamilton, Ontario, Canada.

IDAHO. Cataloging librarian, for medium-sized, rapidly growing university library. Needed: 5thyear L.S. degree from ALA-accredited school; humanities major; reading knowledge of 1 or more modern foreign languages. (French, German, or Spanish preferred.) Offered: Position available now (can hold up to 9/1/70), at \$8,804 annual rate, + superior fringe benefits (social security, state retirement, major medical, 24 working days vacation, 12 days sick leave (accumulative to 60 days), etc.), probable 10% salary increase for 1970-71; high-morale staff, good working conditions (and new building scheduled for 1972); remarkable vacation area (Yellowstone, Tetons, Salt Lake City, Sun Valley) adjacent. Get out of the urban problem area; enjoy cleaner air, bluer skies, less traffic. Contact E. M. Oboler, Univ. Ln., Idaho State University Library, Pocatello, ID 83201.

GOVERNMENT LIBRARY

Administration

wyoming. State librarian, position now open. Excellent opportunity to plan and administer full state library program including services to governmental agencies, state library development, and other administrative activities. Requires M.S.L.S. from ALA-accredited graduate school, and at least 5 years experience, preferably in public library field with some administrative experience. Benefits: social security, state retirement, group health insurance, annual and sick leave. Salary \$11,500. Write Rosemary Martin, Actg. Ln., State Library, Cheyenne, WY 82001.

NEW MEXICO. State librarian. Open Fabruary 1, 1970. Challenging position for imaginative, dynamic administrator to creatively plan and direct a full state library program including service to government agencies, rural and cooperative programs, local library development, and more, with a staff of 84. Budget just over \$1,000,000 in combined federal and state funds. New headquarters building in 300-year-old Santa Fe. Requires M.S.L.S. from accredited graduate school; 5 years progressively responsible experience including 3 years in supervisory or administrative capacity. Benefits: exempt from state classified service, social security, state retirement, group health insurance, annual sick leave. Beginning salary \$15,000 with annual increment. For additional information, write Mrs. B. G. Dwyre, 520 Camino Rancheros, Santa Fe, NM 87501.

LIBRARY EDUCATION

Teaching

MINNESOTA, Media, materials, and curriculum adviser to work with academic staff in planning, from ideas to production, for audiovideo random access system for new learning resources facility incorporating uses of all learning materials (possibly limited instruction). Teaching experience required along with knowledge of full range of media and media applications. Earned doctorate hopefully in audiovisual and library education to associate professor. Salary dependent on experience, to \$19,000 for 12 months. Begin July or September. State College, St. Cloud, MN 56301.

MINNESOTA, Graduate and undergraduate college of 10,000. Positions for instruction (and limited service) in library and audiovisual education. Earned doctorate to associate professor. Need print and nonprint training; salary dependent on experience, to \$14,400 for academic year, + up to \$1,900 for each 5 weeks summer session. Begin June 15, July 20, or September. State College, St. Cloud, MN 56301.

ILLINOIS, Eastern Illinois University, Charleston, needs an experienced teacher for full-time instruction in a new graduate program in library science, leading to the M.S. degree with a major in library science. Ph.D., or equivalent preparation required. Position open July 1, 1970, for assistant professor or associate professor depending on qualifications. This is a growing institution with excellent professional and financial opportunities for a person with experience who is interested in education for librarianship. For information and application, please write to William H. Zeigel, VP for Admn., Eastern Illinois University, Charleston, IL 61920.

washington. Library science teacher. M.L.S. with elementary teaching and library experience. Teach an average of 12 class hours a week. Minimum salary \$9,000 for 10 months. Additional pay for summer school. Contact Department of Education, Eastern Washington State College, Cheney, WA 99004.

PUBLIC LIBRARY

Administration

WISCONSIN. Library administrator, with M.S.L.S. degree and experience. University community of

36,000, part of metropolitan area of 150,000 in heart of summer and winter sports and vacation country. Head library staff of 10, book budget of \$13,000, annual circulation 208,000. Liberal fringe benefits including hospitalization, insurance, retirement, sick leave, month vacation. Starting salary \$9,000. Apply Personnel Committee, Public Library Board, 1204 Hammond Ave., Superior, WI 54880.

MISSOURI. Librarian. Immediate opening. To plan, direct, and administer entire library operation and to participate in new facility study and service program. Annual budget currently over \$100,000, and growing. Unique suburban St. Louis community, 16,000 residents + 30,000 business population. Seeking qualified person with M.L.S. from accredited school, minimum 5 years professional experience and dedicated to cultural growth and community enrichment. Beginning salary \$12,000-\$15,000, depending on qualifications, creativity, and experience. Submit application and resume to R. A. Bliss, Public Library Board, 7753 Forsyth Blvd., Clayton, MO 63105.

WISCONSIN. West Bend Community Memorial Library. Director of library services. Position now open in new, air-conditioned building, completed in early 1969. West Bend is known as the "biggest little city in Wisconsin" with 18,000 population, is located on the fringe of the Milwaukee metropolitan area. West Bend and Washington County are included in the Southeastern Wisconsin Regional Center. Applicants must have a degree in library science with some experience. This is an opportunity for an energetic person to exercise initiative and zest in the administration and development of this library. Salary is open to discussion. Usual municipal benefits. Send resume to Mrs. Arthur Schmid, Route 5, West Bend, WI 53095.

LOUISIANA. Growing city library system needs qualified graduate librarian experienced in public library work. Many opportunities for expansion and creative ideas. Maturity and enthusiasm desirable. Apply for information or appointment: Mrs. W. Boswell, Chmn., Public Library Commission, P.O. Box 829, Morgan City, LA 70380.

MICHIGAN. County librarian to head library serving a community of 30,000 and a library system serving 75,000. Northeastern Michigan community in center of outdoor sports recreation area on Lake Huron. Must have M.A. and some experience. Salary open and competitive; position available immediately. Write Alpena County Library, 305 N. Second, Alpena, MI 49707.

NEW JERSEY. New Brunswick (population 45,000) seeks a library director to develop and implement a dynamic program of public library services for the city and region. Located 45 minutes from New York City, New Brunswick is the busy county seat of populous Middlesex County and the home of Rutgers University (the Graduate School of Library Services is located here). The library receives a state grant designed to encourage it to develop a regional plan of service which will enable it to serve a current estimated population of over 200,000 people. We have the kinds of problems also faced by older city libraries struggling to remain relevant under changing conditions. This is a position that requires imagination, sensitivity, and a large measure of common sense. Experience requirements: 3 years minimum, 1 year supervisory in library services. Education: Master's degree, from an ALA-accredited institution. Salary \$12,000-\$13,500. Resumes may be submitted to Francis Walsh, Pres., Board of Trustees, Free Public Library, 60 Livingston Ave., New Brunswick, NJ 08901.

MICHIGAN. Head librarian. B.S.L.S. or M.L.S., some experience preferred. Starting salary \$7,000-\$8,500. Southern Michigan college town of 8000;

county seat serving a population of 35,000. 100 miles west of Detroit and 30 miles north of the Ohio-Indiana turnpike. Rural area with good recreational and cultural activities. Immediate opening. Apply John MacRitchie, Chmn., Mitchell Public Library Board, 22 N. Manning St., Hillsdale. MI 49242.

NEW YORK. Assistant library director, community of 60,000, one of the largest and most active public libraries on Long Island, with a budget of \$548,000 and 67 on staff, needs experienced, capable administrator to assist director. Will have specific management responsibilities, with opportunity to work on making policy. Requirements: at least 6 years of practical library experience, some in administration, after graduation from library school, and ability to work successfully with people. Salary \$12,000-\$15,000. Send resume to Bradley Breitenstein, Dir., Public Library, 523 Central Ave., Massapequa, NY 11758.

FLORIDA. Library director, North Brevard County District Library, serving a county district of 48,800 in Cape Kennedy area. Book collection 35,000. Duties include direction of 2 small libraries and planning for new central building to be constructed in 1970. Salary range \$8,500-\$10,000. M.L.S. + 2 years professional experience in administrative capacity. Benefits include health insurance, life insurance, retirement, sick leave, 2 weeks vacation leave. Apply to Board Member Mrs. Margaret B. Kolnick, 21 Fairglen Dr., Titusville, FL 32780.

NEBRASKA. Library director: Immediate opening. Seeking well-qualified person with M.L.S. from accredited school. Public library administrative experience and ability required. Salary range \$8,300-\$11,640, depending on experience. 40-hour week, 3 weeks vacation, accumulative sick leave, hospitalization plan. Chance to plan for future regional expansion. New \$350,000 building, carpeted, air-conditioned, background music, excellent modern furnishings and equipment. College community of 20,000 population in beautiful Platte River Valley. Send resume to Mrs. C. F. Heider, Sr., Pres., Library Board, Public Library, North Platte, NB 69101.

connecticut. Fine Arts. Department head in art and music. Responsible for book collection and reference services in subject areas. Attractive building, excellent working conditions, 35-hour week. Requires M.L.S. + 5 years related experience. Salary range \$11,752-\$14,105. Apply Dorothy Drysdale, Asst. Ln., Public Library, 500 Main St., Hartford, CT 06103.

NEBRASKA. Head librarian: Kearney, Nebraska, community of 16,000 in the heart of the Platte River Valley. Headquarters library for multicounty system projected to serve population of over 46,000. M.L.S. degree required and administrative experience desirable. Usual fringe benefits. Salary open, based on education and experience. Send resume to Ray E. Lundy, City Mgr., 18 E. 22 St., P.O. Box 489, Kearney, NB 68847.

FLORIDA. Head cataloger. Miami-Dade Junior College. Energetic, imaginative cataloger wanted to manage centralized cataloging and processing for multicampus libraries. Staff of 6 professionals, 2 technical aids, and 6 clerks. Position requires master's degree from ALA-accredited library school, U.S. citizenship and 3 years cataloging experience, 1 in supervisory capacity. Academic rank and free hospitalization. Salary \$10,500, higher with experience. Contact M. G. Tripplett, Dir., Central Technical Processing, Miami-Dade Junior College, 11380 N.W. 27 Ave., Miami, FL 33167. An equal opportunity employer.

IDAHO. Head librarian, Moscow-Latah County, Idaho. Combined facility, serves 25,000 through headquarters library in Moscow, 2 branches, and bookmobile, + bookmobile service to 3 neighboring counties. Degree in library sci-

ence. Send resume to Tom Neal, Box 396, Moscow, ID.

INDIANA. Head Librarian, M.L.S. degree, with or without experience. Library serves a progressive county seat town of 13,500 in north central Indiana, with unusual cultural and recreational facilities. Expansion program and remodeling or new building are in planning stages. Fringe benefits. Salary open. Apply Mrs. Marjorie Schlemmer, L. Bd. Pres., 245 W. Main St., Wabash, IN 46992.

MICHIGAN, Catalog department head. Supervise 2.5 librarians and 3.5 typists. Catalog materials for public and school libraries. Participate in adult book selection. Graduation from ALA-accredited school required. Beginning salary \$9,274-\$14,770 dependent on experience. R. E. Saunter, Admn. Asst., Kalamazoo Library System, 315 S. Rose St., Kalamazoo, MI 49006; (616) 342-9837.

WASHINGTON, Head cataloger. Salary range \$9,508-\$11,358. Hire within range, depending on qualifications. Public library cataloging experience, 3 years supervisory capacity. Employee benefits: health care plan, 12 days annual sick leave, 22 days vacation, paid life insurance policy, paid long-term disability insurance, sabbatical leave program. Live and work close to mountains and the sea in the dynamic Puget Sound country. Direct inquiries to Phil List, Asst. Dir., King County Library System, 1100 E. Union St., Seattle, WA 98122.

RHODE ISLAND, Head librarian for public library in an expanding suburb in southeastern New England. Picturesque colonial town on beautiful Narragansett Bay. New four-year college. Adult and children sections. M.S.L.S. preferred. Salary \$8,000, depending on qualifications and experience. Liberal benefits. Send resume to Chairman, Board of Trustees, Rogers Free Library, Hope St., Bristol, RI 02809.

MINNESOTA, Head librarian. Suburban city, Minneapolis area, new building. 1970 budget: \$75,-000. Salary: \$8,000-\$9,000, depends on qualifications. 9 full-time equivalent employees. Contact by March 1, Terry L. Novak, City Mgr., 1010 First St., S, Hopkins, MN 55343; (612) 935-8474.

NEW JERSEY. Head librarian with M.L.S. Rockaway Township. Serving community of 20,000. About 30 miles from New York City. Immediate. Salary \$8,500, depending on experience. Good employee benefits. Complete administrative responsibility for growing library. Contact Richard Linett, Rockaway Township Free., Public Library, Green Pond Rd., Hibernia, NJ 07842.

Multiple

CALIFORNIA. Assistant reference librarian, Sciences-Engineering Library, University of California, Santa Barbara, Librarian II (\$8,304-\$\$10,596). Assist with nonroutine reference work and collection development in sciences and engineering technologies. Requirements: M.L.S. degree, undergraduate major in sciences, minimum of 2 years appropriate professional experience. Foreign languages desirable. Vacations, 24 working days. University of California retirement plan and fringe benefits. Academic status. Apply to Katherine C. McNabb, Assoc. Univ. Ln., Library, University of California, Santa Barbara, CA 93106.

MICHIGAN. Audio visual librarian: Bachelor's degree including L.S. minor. Experience in AV work helpful. Beginning salary \$5,808. 5th-year L.S., beginning salary \$7,403. Branch librarian. 5th-year L.S. Beginning salary \$7,403. Supervise central branch library. Branch library coordinator. 5th-year L.S. and at least 2 years library experience. Beginning salary \$8,149. Supervise activities at 14 branch libraries. Children's librarian. 5th-year L.S. and at least 2 years library experience. Beginning salary

\$8,149. Coordinate services to children throughout library system. Apply Eudocia Stratton, Jackson County Library, 1400 North West Ave., Jackson, MI 49202.

SOUTH CAROLINA, Anderson. Openings for qualified *M.L.S. librarians* at public library. Salary dependent on experience, \$9,000-\$11,000. Send resume to Anderson County Library Board, Anderson, SC 29621.

VIRGINIA. Reference and bookmobile librarians. M.S.L.S. needed for small, fast-growing public library in Tidewater, Virginia. Freedom to initiate new programs; data processing capabilities. \$8,000 minimum salary; usual fringe benefits. Michael Pipkin, Charles H. Taylor Memorial Library, Hampton, VA 23369.

Services

WISCONSIN. Reference librarian. Salary open. Liberal fringe benefits. Require degree from accredited library school; experience preferred. Send resume and references to Personnel Committee, Public Library, 1204 Hammond Ave., Superior, WI 54880.

MINNESOTA, Rochester. Minnesota Public Library needs an adult services librarian. Head readers service, reference, and circulation staff. Potential center for regional library serving 500,000 people in S.E. Minnesota. Starting salary based on experience and ability; range of \$641-\$987 a month. Merit increase and cost of living increases as well as all standard fringe benefits. Minimum requirement is M.A.L.S. from an ALA-accredited school. Send resume to Director, Public Library, Rochester, MN 55901.

NEBRASKA. Children's librarian. Immediate opening. Bachelor's degree from an accredited school with some library science courses required. We are looking for someone who likes children to take charge of busy and attractive children's department, including story hour, book selection, planning, summer reading program, etc. Experience in working with children preferred. Salary \$6,420-\$8,820, depending on qualifications. 40-hour week, 3 weeks vacation, accumulative sick leave, hospitalization plan. New \$350,000 building with children's wing. Carpeted, air-conditioned, background music, excellent modern furnishings and equipment. College community of 20,000 in beautiful Platte River Valley. Send resume to Mrs. C. F. Heider, Sr., Pres., Library Board, Public Library, North Platte, NB 69101.

for young professional interested in developing community-wide film services. Credit given for experience. 35-hour week. Excellent benefits. Salary range \$7,930-\$10,530. Apply Dorothy Drysdale, Asst. Ln., Public Library, 500 Main St., Hartford, CT 06103.

NEW JERSEY. Reference position in new library building needs capable librarian to supervise adult area and do reference work. Good collection, energetic staff. Salary commensurate with experience or \$7,500 to start for ambitious librarian with no experience. M.L.S. or N.J. equivalent. Fringe benefits and 22 days vacation. Send resume to Mrs. Helen C. Francis, Public Library, Springfield, NJ 07081.

ILLINOIS. Audiovisual consultant. A newly created position offers a challenging opportunity to a person who knows AV materials, likes people, and wants to help librarians bring them together. A dramatic expansion of public library film service in the Chicago suburban area is ready for action . . . we need the right person to assist our AV director provide guidance in the use and promotion of AV materials. Over 90 libraries in a 3-system area will be using our collection of 16mm films and additional AV services to be added in the future. Enthusiasm, writing skill, and audiovisual experience (preferably related to public libraries) vital; a library

degree helpful. Call or write Octavio Noda, Suburban Library System, 903 Burlington Ave., Western Springs, IL 60558; (312) 246-2940.

NEW YORK. Children's librarian, M.L.S., to direct children's program. \$10,000 juvenile book budget. Air-conditioned, carpeted 5-year-old building serving 22,000 population. Salary dependent on experience (start \$7,904), noncontributory state retirement, social security, state health insurance, 35-hour week, 4 weeks vacation. Apply Elizabeth Overton, Dir., Free Library, 330 Court St., Riverhead, NY 11901.

NEW MEXICO. Reference librarian. Professional level library work in reference and readers advisory service. Requires degree from accredited library school. Librarian I (\$6,011-\$7,280) or Librarian II (\$6,614-\$8,590), dependent on qualifications and experience. Liberal fringe benefits include annual & sick leave, 8 paid holidays, retirement, group medical/dental/life insurance. Apply Personnel Department, Los Alamos County, Box 30, Los Alamos, NM 87544; 662-4122, Ext. 45. An equal opportunity employer.

washington. Adult librarian. Plan and implement new program in progressive, expanding system. 30 miles south of Seattle. Salary to \$7,200. Apply to Mrs. Carolyn J. Else, Dir., Pierce County Library, 2356 Tacoma Ave., S, Tacoma, WA 98402.

MICHIGAN, Children's librarian. Plan, promote and participate in juvenile service at branch level. Select juvenile materials. Assist branch librarian with general activities. Graduation from ALA-accredited school required. No experience necessary. Beginning salary \$8,865-\$11,573 dependent on experience. R. E. Saunter, Admn. Asst., Kalamazoo Library System, 315 S. Rose St., Kalamazoo, MI 49006; (616) 342-9837.

MARYLAND. Acquisitions librarian. Plan, supervise and coordinate the activities involved in the ordering of books, periodicals and other library materials. Salary \$9,344-\$13,547. 37½-hour week, 24 days annual leave, sick leave, health insurance, social security and retirement plan. M.L.S. from accredited library school and 3 years of experience in area of acquisitions. Apply Personnel Office, Prince George's County Memorial Library, 6532 Adelphi Rd., Hyattsville, MD 20782.

ILLINOIS. Children's librarian to assume responsibility for the children's department activities and programs. Attractive new children's area housing 24,000 books. Community of 26,000 located 20 miles from Chicago's Loop. 5th-year library degree and at least 2 years experience as children's librarian required. Beginning salary \$8,000-\$9,500. Usual fringe benefits. Position open May 1, 1970. Apply to Peter Bury, Ln., Public Library, 1930 Glenview Rd., Glenview, IL 60025.

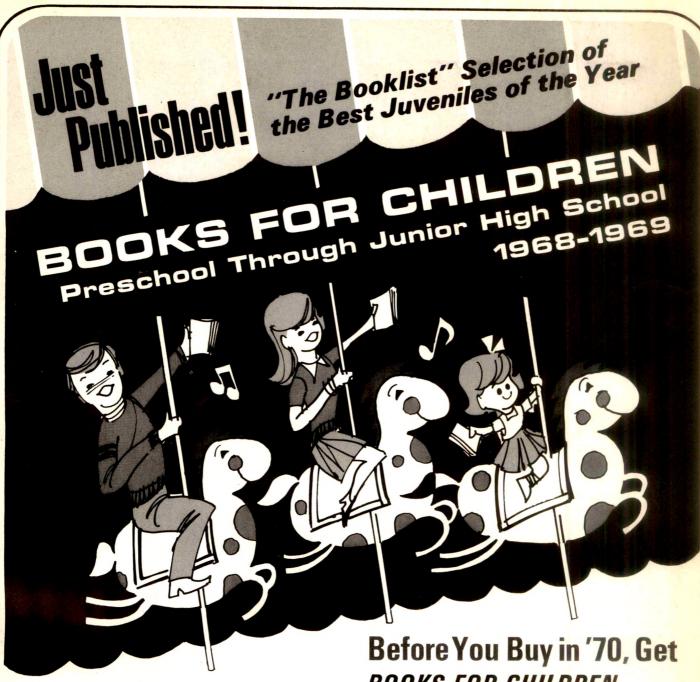
NEW YORK. Reference librarian, M.S., specializing in young adult work. Library pays retirement and hospitalization. Long Island location. Beginning salary: \$7,800 with no experience; \$8,600 with 2 years experience. Salary increases at 6-month intervals to July 1971 + annual increments. Write B-517.

SPECIAL LIBRARY

Administration

OHIO. Associate librarian. Administration newspaper collection, microfilming field work. M.L.S. History major desirable. Salary \$8,965, Step I. Open January 1970. Apply Mrs. Elizabeth R. Martin, Hd. Ln., Ohio Historical Society, 1830 N. High St., Columbus, OH 43210.

OHIO. Assistant librarian. Iconographic and other special collections. Library degree. History major desirable. Salary \$8,154, Step I. Open January 1970. Apply Mrs. Elizabeth R. Martin, Hd. Ln., Ohio Historical Society, 1813 N. High St., Columbus, OH 43210.



- Approximately 850 titles reviewed from September 1968 through August 1969.
- Selected, evaluated, and reviewed by *The Booklist*, OFFICIAL ALA book review journal.
- Preschool through Junior High School, with every title recommended for school and library use.
- Complete ordering and cataloging details for every title.

Don't Kid Around about children's books . . . subscribe to The Booklist.
Only \$10 per year.

Before You Buy in '70, Get BOOKS FOR CHILDREN Preschool Through Junior High School • 1968-69/\$3.00

Previously Published for Preschool Through Junior High School

Books for Children	1967-68\$	2.50
Books for Children	1966-67	2.25
	1965-66	
Books for Children	1960-65 1	0.00

AMERICAN LIBRARY ASSOCIATION

50 East Huron Street Chicago, Illinois 60611



Of course, the 1970 World E the headline-making Mod



But there are also...



Thousands of other meaning

WARCH 1970

BULLETIN OF THE AMERICAN LIBRARY ASSOCIATION

action-oriented organization intellectual freedom ties loyalty oaths in libraries ead Foundation salary surveys minorities manpower ary education automation library service services to librarians rch trol media centers democratization dues scale federal funds information networks systems task force state funding establishment humanism na collective bargaining committee inist ration endowments standard:

"LITERALLY INVALUABLE"

"It is not too much to suggest that a copy of this literally invaluable volume belongs in every library, school, bookstore, hospital, nursing home, home for the aging—just for a start." That's how Howard Haycraft, Chairman of the Board of the H.W. Wilson Company and Chairman of the ALA Round Table on Library Services to the Blind, ends his foreword to this brand-new bibliography.

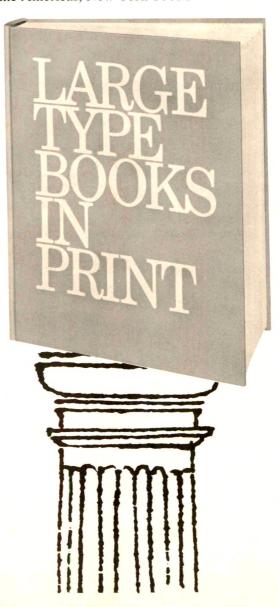
LARGE TYPE BOOKS IN PRINT, itself set in large print and easy to handle, is specifically designed for use by handicapped readers as well as by the librarians who serve them. It lists 1500 currently available titles from 38 publishers. A general reading section lists fiction and non-fiction books alphabetically by title. A textbook section is arranged by author within broad subject categories.

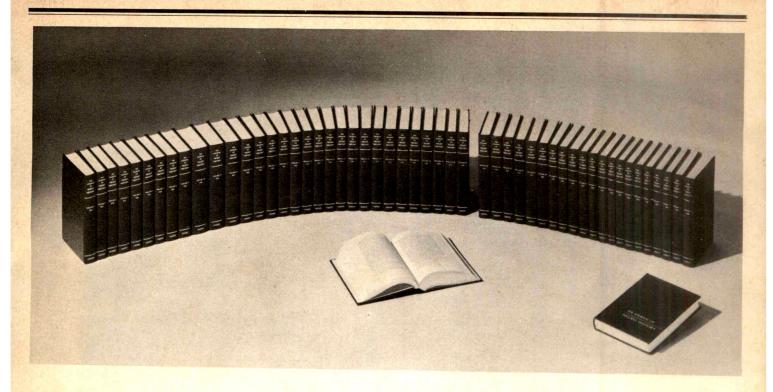
Entries give title, author, grade level and series for texts, binding, number of volumes, publisher, price, type size if larger than 18 point, book size if other than 8½ x 11". A directory of publishers gives names and addresses of publishers of large type books and of other firms providing special order production services.

Clothbound. Author index. SBN: 8352-0290-9. LC: 74-102773. Postpaid price: \$10 net in the U.S. and Canada; \$11 elsewhere. In New York please add applicable sales tax. February 1970.

R. R. BOWKER COMPANY

1180 Avenue of the Americas, New York 10036





Words like anguish, rage, hope, frustration, and love don't appear in the index.

But they are reflected on every page of the Journal of Negro History. Together with the events, people, and ideas that have marked black participation in the American experience.

The Journal of Negro History has appeared in quarterly form since 1916. Written and edited mainly by black scholars and educators, its articles, documents, and reviews provide its readers—both black and white—with an unmatched critical perspective on the continuing sweep of black history.

Now, especially designed for use by school, college, library, and specialist, the **Journal of Negro History** is available in a monumental 53-volume set with a 54th volume complete index. Including all of the quarterly issues published from 1916 through 1968, the set is sturdily bound and thoroughly indexed by subject, author, document, and book review.

In addition, single volume supplements will shortly be available containing each succeeding year's quarterlies bound in one volume.

The 54-volume Journal of Negro History sells for \$775 net. If you—or your library—would like to order this unique reference, or if you would like to hear more about it from our representative in your area, mail us the coupon below.

We also publish the 11-volume International Library of Negro Life and History, at \$150 net. Like the Journal of Negro History, it was produced in collaboration with the Association for the Study of Negro Life and History.

Publishers Company, Inc. e 300, Washington, D.C. 20005
Name
Position
School/Library
Address
City State Zip

NEW REFERENCE WORKS

Catalog of the WESTERN HISTORY Department Denver Public Library

The catalog contains cards for books, pamphlets and some serials on the social, economic, political, cultural and historical development of the United States west of the Mississippi River. Particular emphasis is placed on the development of the Rocky Mountain Region from the earliest explorations to yesterday's happenings. Strengths have been developed in the fields of fur trade, early travel, Indians, frontier theatre, railroading, mining, labor, outlaws and the cattle trade. The catalog is distinguished by the many analytics which enable researchers to locate much obscure information.

Estimated 117,000 cards, 7 volumes

Prepublication price: \$400.00; after October 31, 1970: \$500.00

Catalogue of the SPANISH LIBRARY, and of the PORTUGUESE BOOKS Bequeathed by George Ticknor to the Boston Public Library

This catalog remains an outstanding collection of Spanish literature and continues to serve as a useful bibliographic tool for the scholar. It records not merely those works which comprised George Ticknor's library (and related materials elsewhere in the Boston Public Library) but includes analytical references to works in larger collections and in serial publications as well.

This valuable catalog has been reprinted on substantially more durable, acid-free paper, and the print has been enlarged to provide improved legibility.

Estimated 576 pages, 1 volume

Prepublication price: \$37.50; after October 31, 1970: \$45.00

Dictionary Catalogs of the Collection of NEGRO LIFE and HISTORY Howard University Library, Washington, D. C.

The materials in these Catalogs, by and about persons of African descent, comprise one of the largest collections of this kind. Author, title and subject entries are included for both the Arthur Barnett Spingarn Collection of Negro Authors, and for the Jesse Edward Moorland Collection of Negro Life and History. Entries for books, pamphlets, serials, and journal articles, as well as for introductions and parts of books are listed. Among the appendices included are title and subject indexes to African and American Negro periodicals, a title index to musical compositions by Negro composers, and compositions based on a Negro idiom.

The Moorland-Spingarn Collections comprise more than 100,000 cataloged and indexed items, many of which are to be found in no other library.

Catalog of the Arthur B. Spingarn Collection of Negro Authors

Estimated 31,400 cards, 2 volumes

Prepublication price: \$120.00; after October 31, 1970: \$150.00

Jesse E. Moorland Catalog of Negro Life and History

Estimated 159,000 cards, 9 volumes

Prepublication price: \$530.00; after October 31, 1970: \$665.00

10% additional charge on orders outside the U.S.

Descriptive material on these titles and a complete catalog of publications are available on request.

American libraries

BULLETIN OF THE AMERICAN LIBRARY ASSOCIATION

50 EAST HURON STREET CHICAGO, ILLINOIS 60611

VOLUME 1

NUMBER 3

MARCH 1970

ARTICLES

- 217 Midwinter 1970: The Neo-establishment Talkfest
- 236 An Appeal for Candidates, Richard M. Dougherty
- 238 New Directions for ALA: Interim Report
- 242 Fear of Real Costs—Some Financial Aspects of the PLA Systems Study, Robert Rohlf
- 245 Make Your Own Movie, Sandra Johnson and Judith Powell
- 253 The Human Element: a Retrospective Evaluation of the OSUL Internship Program, David J. Netz and Don E. Wood
- 254 The Library as Arbiter, Franklin Patterson
- 256 Ozarks: Fragments of the American Wilderness, Leland Payton
- 266 Know Your ALA Program 68-69
- 276 Notable Books of 1969
- 279 The American Library in Paris: Fifty Years of Service, Larry Earl Bone
- 286 Guidelines for Library Service to the Institutionalized Aging,

 Dorothy Romani
- 290 Instructional Materials Centers: an Annotated Bibliography, Lowell and Phyllis Horton

DEPARTMENTS

201 Of Note

297 Notes on Contributors

207 Commentary

297 Notable Nominations

212 Intellectual Freedom

298 Publications Checklist

249 Memo to Members

303 Classified Advertisements

MARCH COVER

HOW?

Issues, topics, catch phrases, and words flew through the air at Midwinter in Chicago. There can be no doubt that the profession is alive and seeking solutions to problems that have been dormant or ignored for years. It is a good and rewarding time to be on hand. See you in Detroit for the "really-big-show."

Gerald R. Shields

EDITOR

Susan M. Grosse

ASSISTANT EDITOR

Alfreda A. Mendelsohn

ADVERTISING MANAGER

Edith McCormick Mary Ann Fitzharris EDITORIAL ASSISTANTS

Vladimir Reichl

ART DIRECTOR

American Libraries, formerly the ALA Bulletin, is the official bulletin of the American Library Association. Authors' opinions are to be regarded as their own unless ALA endorsement is specified. Acceptance of an advertisement does not constitute an endorsement of the products and services by ALA or the editors of American Libraries. This publication is indexed in Readers' Guide, Education Index, Library Literature, and Current Contents, Education.

Change of Address: Please send a recent label or facsimile to ALA, Membership Records, 50 E. Huron St., Chicago, IL 60611, with your new address and a list of the ALA publications you

wish to be notified of the change. Allow a minimum of six weeks for correction.

Published monthly except bimonthly July-August by the American Library Association, 50 E. Huron St., Chicago, IL 60611. Second-class postage paid at CHICAGO, ILLINOIS. Subscription price \$1.50 a year, included in membership dues. ALA membership required. Single copies \$1.50 each. Printed in U.S.A. © Copyright 1970 American Library Association.

Postmaster: Please send notice of undeliverable copies on form 3579 to Membership Records, American Library Association, 50 E. Huron St., Chicago, IL 60611.

How would your students look up "MOON LANDING" in an encyclopedia?

Would they turn to the "M" volume for Moon Landing? The "A" volume for Aerospace, Apollo Project or Astronaut? The "S" volume for Spacecraft or Space Travel? Or would they turn away in frustration because they couldn't find what they're looking for?

If they turn to Compton's and look under any of the above titles in its exclusive Fact-Index, they'll find the material they want, quickly, easily, completely.* The Fact-Index directs the reader to the exact page and volume where the moon landing is covered in depth, to every reference in every article.

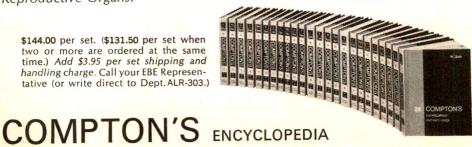
Less dramatic, but equally important, are the many other new and revised articles: Each of the Canadian Province articles, for example, were completely reworked; new material was added on Canada in general; extensive revisions were made in Man, and totally new articles were prepared on Reproduction and Reproductive Organs.

In all, 619 articles are new, rewritten, or revised in the 1970 edition...each in Compton's readable, interesting style. Lavishly illustrated with 298 new illustrations, photographs, and maps added to the more than 24,000 already there.

When students turn to Compton's they're turning to the right place.

*As a matter of fact, there are 16 entry points in Compton's Fact-Index that lead the student to the article on the moon landing.

\$144.00 per set. (\$131.50 per set when two or more are ordered at the same time.) Add \$3.95 per set shipping and handling charge. Call your EBE Representative (or write direct to Dept. ALR-303.)



Reference Division

ENCYCLOPAEDIA BRITANNICA EDUCATIONAL CORPORATION

425 N. Michigan Ave., Chicago, Illinois 60611

The 1970 Kid.

He's seen men walk on the moon and fight in Viet Nam. His hair is longer, music louder and awareness greater. He wants to read about

people and places kids never read about before. He'll find them all in this Spring selection of McGraw-Hill Junior Books.

PICTURES TO READ BY

THE LITTER KNIGHT—Written and illustrated by Syd Hoff 5-8. \$4.50. Lib. edn. \$4.33

123456789 BENN Written and illustrated by David McKee 5-9. \$4.95. Lib. edn. \$4.72

ANDROCLES AND THE LION Adapted and illustrated by Paul Galdone 4-8. \$4.95. Lib. edn. \$4.72

THE ANGEL AND THE DONKEY by James Reeves, illustrated in full color by Edward Ardizzone 4-8. \$4.50. Lib. edn. \$4.33

SCIENCE FUN

BATS (Natural Science Picture Book Series) by Dr. David Pye Illustrated by Colin Threadgall 8-12. \$4.50. Lib. edn. \$4.33

ELEPHANTS AND MAMMOTHS (Natural Science Picture Book Series) by Dr. Gwynne Vevers Illustrated by Barry Driscoll 8-12. \$4.50. Lib. edn. \$4.33

LIGHT AND DARK (Let's Try It Out Series) by Seymour Simon Illustrated by Angeline Culfogienis 4-8. \$4.50. Lib. edn. \$4.33

MAMMOTHS, MASTODONS AND MAN by Robert Silverberg with line drawings by Dale Grabel 10 up. \$5.50. Lib. edn. \$5.33

YOUR SKIN by Margaret O. Hyde Illustrated with line drawings Teen. \$4.95. Lib. edn. \$4.72

ATOMS TODAY AND TOMORROW, Fourth Edition by Margaret O. Hyde with line drawings by Ed Malsberg 10 up. \$4.95. Lib. edn. \$4.72

EXPLORING EARTH AND SPACE, Fifth Edition by Margaret O. Hyde Illustrated with line drawings 10 up. \$4.95. Lib. edn. \$4.72

FICTION AND FANTASY

OLD BEN by Jesse Stuart Illustrated by Richard Cuffari 7-11. \$3.95. Lib. edn. \$3.83

BASKETBALL GIRL OF THE YEAR by Amelia Elizabeth Walden Teen. \$4.95. Lib. edn. \$4.72

BOOKS FOR INDEPENDENT READING

DANIEL HALE WILLIAMS, Open Heart Doctor (Black Legacy Series) by Dr. Lewis Fenderson with line drawings. 10 up. Lib. edn. \$4.33

BENJAMIN BANNEKER, The Man Who Saved Washington (Black Legacy Series) by Claude Lewis with line drawings. 10 up. Lib. edn. \$4.33

WASHINGTON, D.C.
Government City
(Big Cities of America Series)
by Mary Jo Borreson
Illustrated with photographs
and archive art
10 up. Lib. edn. \$3.83

WHAT WE FIND WHEN WE LOOK AT MOLDS (What We Find When We Look Series) by Dr. William D. Gray Illustrated by Howard Berelson 6-9. Lib. edn. \$3.83

WHAT WE FIND WHEN WE LOOK AT MAPS

(What We Find When We Look Series) by Dr. John E. Oliver Illustrated by Robert Galster 6-9. Lib. edn. \$3.83

ADVENTURES IN HISTORY

D. DAY (Historical Events Series) by Peter Gray Illustrated by John Hill 10 up. \$3.75

THE INVINCIBLE ARMADA (Historical Events Series) by Peter Gray Illustrated by John Hill 10 up. \$3.75

CAPTAIN SCOTT (Historical Characters Series) by R. W. Purton 10 up. \$3.75

DR. LIVINGSTONE
(Historical Characters Series)
by R. W. Purton
10 up. \$3.75

ADMIRAL NELSON (Historical Characters Series) by H. Bellis 10 up. \$3.75 CAPTAIN COOK (Historical Characters Series) by H. Bellis 10 up. \$3.75

THE AMAZON
A Mighty Giant (River Series)
by Alida Malkus
Line drawings by Bruno Leepin
12 up. \$5.50. Lib. edn. \$5.33

SLAVERY IN AMERICA, VOL. I The History of Slavery, 1619-1865 (Of Black America Series) by Robert A. Liston Illustrated with old prints, line drawings and photographs 10 up. \$4.95. Lib. edn. \$4.72

SLAVERY IN AMERICA, VOL. II: The Heritage of Slavery (Of Black America Series) by Robert A. Liston with old prints, line drawings and photographs, 10 up. \$4.95. Lib. edn. \$4.72

> STUDENTS IN REVOLT by Janet Harris 12 up. \$4.95. Lib. edn. \$4.72

GREETING: You Are Hereby Ordered To Report For Induction The Story of the Draft by Robert A. Liston Teen. \$4.95. Lib. edn. \$4.72

BIOGRAPHY

MY JAPAN: 1930-1951 by Hiroko Nakamoto as told to Mildred Pace 10 up. \$4.95. Lib. edn. \$4.72

JOHN STEINBECK by Richard O'Connor Teen. \$4.50. Lib. edn. \$4.33

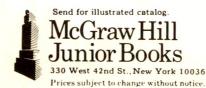
A MIGHTY HARD ROAD The Lite of Woody Guthrie by Henrietta Yurchenco, assisted by Marjorie Guthrie Illustrated with photographs Teen. \$4.95. Lib. edn. \$4.72

SPECIAL INTEREST

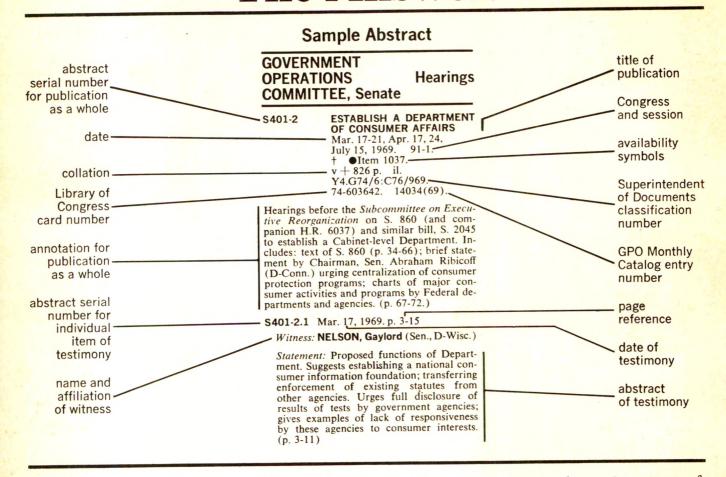
GREEK AND ROMAN ART (Discovering Art Series) by Ariane Ruskin and Michael Batterberry With illustrations in full color 12 up. \$8.95

SECRET WRITING
The Craft of the Cryptographer
by James Wolfe
with charts and diagrams
Teen. \$5.95. Lib. edn. \$5.72

Library prices listed in this ad are McGraw-Hill prices only and in no way reflect the prices at which McGraw-Hill library bindings may be sold to you by suppliers other than McGraw-Hill.



The Answer:



The question was how to give librarians of all kinds command over the entire range of Congressional publications. The answer is a new information retrieval system called the Congressional Information Service/Index. CIS/Index is a monthly indexing and abstracting service so thorough that it summarizes the testimony of each witness at every hearing—and so well-organized that users can find precise information within minutes.

Use this coupon to receive your free sample issue of the CIS/Index.

Congressional Information Service / INDEX TO PUBLICATIONS OF THE UNITED STATES CONGRESS

500 MONTGOMERY BUILDING, WASHINGTON, D. C. 20014 301-654-8595

Your Name and Title		
Library Name		
Street		
City	State	Zip010

Of Note

(Libraries and librarians interested in having their resources brought to bear on the planning and development of the Environmental Teach-In scheduled for April 22 will want to read the following material from the student-organized national headquarters. Note that as of the end of January their thinking has not included libraries. It will be up to you to make contact and provide specifics on what your library will do and/or to find out the names and phone numbers of local groups. Ed.)

Background on April 22: Since last summer it has been apparent that campuses and communities are increasingly determined to do something about environmental problems. There have been symposia, new courses, and new organizations at colleges and high schools across the country, and demonstrations and legal actions in many communities. In September, Senator Gaylord Nelson proposed a national teach-in day, and the following month he and Congressman Paul McCloskey suggested April 22.

Since then the idea of a national day of environmental action has developed a momentum of its own, as groups around the country have begun developing plans. Coordination has been taken over by a student-run national office in Washington, D.C. Environmental Teach-In, Inc., has been granted tax exempt status. It is entirely dependent on foundations and individual contributors for financial support.

What Groups Are Doing Now: The following is a brief list of activities that a number of groups organizing for April 22 have suggested or planned. It gives some idea of the broad scope of activities in which those groups supporting "Environmental Day" are now engaged.

In Colleges: 1) Establish seminars, independent studies, and courses on environment; 2) Develop a dishonor role and special awards for polluters, including award presentations and public dishonor role readings; 3) Mobilize business schools to prepare cost/benefit analysis of production/pollution development plans; 4) Encourage law schools to study environmental law and contribute their resources to legally restrain polluters; 5) Organize a speakers bureau of faculty and experts to address on and off campus groups. Publicize existence of the bureau; 6) Investigate and prepare papers on the university's role in environmental control, particularly active efforts; 7) Establish an information center for local groups who need factual and research support; 8) Hold environmental marches and rallies at pollution sites; 9) Apply pressure on local and federal agencies to act Now in implementing environmental preservation controls; 10) Develop relations with local conservation groups and labor unions; 11) Schedule a mock funeral for an internal combustion engine; 12) Shine a large spotlight at night on belching smokestacks; 13) Encourage universities to insert pollution criteria in regulations prohibiting cars on campus; 14) Assist high schools with April 22 organization and curriculum; 15) Display exhibits of local water, dead fish, and other victims of pollution that dramatize the danger; and 16) Hold mass phone-ins to industrial polluters.

In high schools: 1) Organize participatory debates and speaker-discussions; 2) Develop a "Pollution Track-Down" for students to locate local polluters; 3) Establish special environmental curricula; 4) Create an environmental fair with films, photographic displays, and exhibits of polluted water, dead fish, etc.; 5) Organize a bicycle parade on April 22 parents ride bicycles to work and students ride bicycles to schools; 6) Build an environmental center downtown to involve citizens in discussion of ecological problems; 7) Distribute buttons. bumper stickers, and posters; 8) Coordinate letter writing campaigns to private industry and legislators; 9) Hold mass phone-ins to industrial polluters; 10) Encourage science projects on environmental problems; 11) Organize PTA pledges to support anti-pollution drives and involve parent groups in April 22.

In the community: 1) Arrange an openhouse, general organizational meeting of local action and interest groups. Organize a common effort on the environment; 2) Hold well publicized Environmental Inventory Tours of local offenders. For example, a caravan of buses stopping at pollution sites; 3) Schedule conservationists and environmental experts to speak at civic groups and social clubs; 4) Work closely with high school and college groups; 5) Prepare law suits and other litigation to legally restrain polluters; 6) Appear on local radio and television interviews and talk shows, and sponsor environmental "spots" on TV and radio; 7) Mobilize the city council and mayor's office to hold special public sessions with citizens to cite evidence and concern about local problems; 8) Organize an Environmental Sunday just prior to April 22 when all religious denominations can focus their services on the implications of a deteriorating environment; 9) Distribute posters, bumper stickers, and buttons at local places of work.

Organizing For April 22: Office—Whether on campus or off, most groups should open an office as soon as possible, providing a central phone number to which interested people can be referred. If you open such an office in your area, please

let us know immediately so we can pass on the address and phone number.

Fund-Raising—The national office will have materials that local groups may use in raising the money to carry out their local planning—for example, for fund-raising advertisements in local papers. The office can also provide designs for posters, bumper stickers and buttons.

Coordination among Local Groups— The national office will have four regional coordinators (West, Mid-West, South and Gulf, and Eastern) to keep track of the activities of local groups. Names of other interested people in your area will be available through the national office. In some areas, there have already been joint planning conferences among local groups.

Public Information—Many groups have started their own newsletter, and are establishing contacts with local press and local affiliates of the national press. The national office will publish a newsletter for circulation to all local groups and interested individuals. The national office will supply groups with a press kit to help in local press relations.

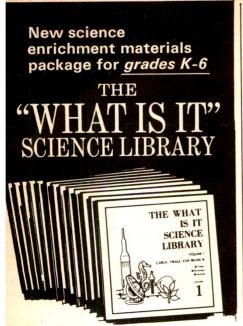
The National Office: The Washington office will try to serve as a clearinghouse for information about local groups. The new address is: 2000 P Street N.W., Room 200, Washington, D.C. 20036. The phone number is: (202) 293-6960.

Overdue fines on children's books returned to the St. Louis Public Library are not being collected as of the first of the year under a new policy announced by Paxton P. Price, librarian. The new policy will be in effect on a trial basis for one year.

Richard A. Matzek, Sacred Heart University librarian, sent us an annotation from the November 24, 1969 PW with the comment "Lucky she didn't get a card catalog unit." The annotation was for Mary Oldham's A Horse For Her, published by Hastings, and reads as follows: "A horse-crazy girl becomes owner of a mare & foal just as she must choose between horses and librarianship as a career."



Mrs. Flor P. Rivera reports that the First Itinerant Exposition of the Spanish



12 basic, accurate, stimulating volumes including comprehensive new teaching guide

- The fundamentals of science presented in a fresh, easy to understand way.

 33 classroom units explore everything from Atoms to Stars, Bees to Trees.
- Special Teaching Guide contains full range of concepts, methodology, suggested activities, glossary, extensive bibliography and complete index. Especially useful for teachers not trained in science; excellent source material and review for the experienced teacher.
- Complete set contains 1,776 pages, more than 2,000 illustrations in color. This new supplementary science set is based on materials previously published by Benefic Press. Written by leading educators. Correlates readily with all basic elementary science programs.

UNCONDITIONALLY GUARANTEED

Reinforced Library Bindings. Take up to 60 days to examine the 12 volumes. Return if not completely satisfied. Order on approval ... no obligation to buy.

12 Volumes Boxed \$66.60 list

PRICE To Schools, Libraries

\$<mark>44</mark>40*

Save \$22.20 from list

\$49.95* after April 30, 1970, publication date.

*Our price to schools and libraries.
Resellers may sell at any price they choose.

60 DAY FREE EXAMINAT	ION!
SEND NO MONEY NOV	N !
WALLACE B. BLACK,	INC

Exclusive Publishers
333 N. Michigan Ave., Chicago, III. 60601

Send_____ Complete set(s) of WHAT IS IT Science Library, including Teacher's Guide @ \$44.40 pre-publication. \$49.95 after April 30, 1970.

NAME	
SCHOOL OR LIBRARY	

STREET

CITY STATE Z

Book in America, sponsored by the government of Spain through its Instituto Nacional del Libra Espanol (INLE), is nearly completed with its southern hemisphere tour carrying four thousand books in a Pegasus bookmobile. It is scheduled into Central America this spring and will conclude its tour in July in Mexico. She reports that the exhibit offers an impressive view of Spain's expanding book business and impressive children's materials. Mrs. Rivera is a graduate of the University of Kentucky and is volunteering her services as school librarian at the Colegio Kennedy, an elementary school in Barquisimeto. Venezuela.

Saskatchewan Association of Educational Media Specialists will hold their 1970 Annual Conference at Saskatoon, April 24-25, under the theme "Media Canadiana." Keynote address is by Sheila Egoff, associate professor, School of Librarianship, University of British Columbia. Conference details are available from Warren B. P. Grabinsky, 1744 East Heights, Saskatoon.

Subscribers to the Library of Congress' printed catalog card service should make certain that they have read Cataloging Service Bulletin No. 87 released about January 7, 1970. It gives a description of the serious delays encountered by that service in meeting orders and cautions subscribers that only machine readable order slips will be acceptable, effective March 1, 1970. You may have noticed that since the first of February all yellow order slips on hand are being checked against stock on hand, and if it is unavailable the slips are being returned. Single machine readable order forms are available to subscribers. Multiple forms must be purchased from commercial suppliers.



Library cadets await the answer to a question they put into the computer at the Upstate (N.Y.) Medical Library as part of a federally funded program for twenty students conducted this past summer by the Library Careers program, headquartered in Syracuse under the direction of Mary D. Quint.

Mt. Clemens (Michigan) Public Library is proud of the flood of light that spills down the entrance corridor of their new \$1.3 million library. Nine skylights mark the entrance corridor, which contains a long control desk connecting the front and rear entrances, while separating the open adult area from the children's area.

A recent survey of new public library buildings conducted by the Library Administration Division (LAD) shows that 78 percent of the libraries showed an increase in circulation, 10 percent indicated a decrease, and 12 percent did not replace older units and therefore no comparison was possible. The page and a half report on the survey of 195 libraries is available from the LAD office at Chicago headquarters.

Wayne County Federated Library System reports that eight of its member libraries are open on Sunday. Only twelve public libraries in the state of Michigan provide this service, according to a recent survey by the Public Library Division of the Michigan Library Association. "All reported that the public has enthusiastically received this new service. Costs for the Sunday service varied, but there was general agreement that the service more than justified the cost. Actually the cost per hour of opening is less than for a weekday," says the December issue of the federation's newsletter.



Shopping bags are seemingly the "in" thing this year with library systems. Witness the above version available from the Baltimore County Public Library. The design, by Mrs. Judith Burns of the library's Special Services Department, features a dandelion for each of their sixteen branches. The bags retail in the branches for 10c and if you are in need of one contact Geoffrey W. Fielding, Special Services officer, 25 W. Chesapeake Ave., Towson, MD 21204. (When will the college and university crowd get into the act?)

The library technician at work. Theory and Practice is the theme of a two day workshop sponsored by the Canadian Library Association, May 7-9 at Lakehead University, Port Arthur, Ontario. Cost is \$25 per person, which includes room for two nights, a dinner, and coffee breaks. Contact John Marshall, School of Library Science, 167 College St., Toronto, 130 Ontario.

University of Illinois at Urbana-Champaign has a handsome brochure explaining their "Scholarship Program in Library Science for Members of Minority Groups" which has the following minimum requirements: 1) a bachelor's degree from an accredited institution (by June 1970); 2) A grade point of at least 3.5 for the last sixty hours of academic work completed; and 3) financial need. For brochures or application forms contact the Scholarship Program, Graduate School of Library Science at the University.

Just a year has gone by since Daniel F. McGrath started a publishing house in a bedroom of his home in College Park, Maryland with \$5000 of his savings. Today, he has a staff of three and four rooms of office space, while he continues his duties as an associate professor at the University of Maryland's School of Library and Information Services. He specializes in reprinting outof-print books and to date the McGrath Publishing Company has produced a twenty-four-book group on fiction and poetry by black Americans, a twentyfour-book series on black American accomplishments in education, business, and the arts, and a third group on urban problems.

A twenty-two-page pamphlet "Exposure: Media Evaluations" concerned with Afro-American nonbook sources exclusive of film is available in very limited quantities upon request with a self-addressed, stamped, 8½ x 11 envelope to Mrs. Alice Bartz, school library specialist, Department of Education, Eastern Area Branch, 6801 Ludlow St., Upper Darby, PA 19082.

For the fourth year in a row the University of Maryland School of Library and Information Services is going to have a try at developing library administrators. John Rizzo, associate director of Management at Case Western Reserve, is director of the July 19–31 resident program held at the Donaldson Brown Center, Port Deposit. Senior administrative personnel from large library systems have profited from these sessions in the past, and future participants are to write to the Library Administrators Development Program at the school College Park, MD 20742

Stanley Crane, librarian for Southport, Connecticut library, appeared before the State Commission for Standards of Decency in Materials Available for Sale recently. The commission has been requested to bring its recommendations to the state house in early 1970. Mr. Crane was, of course, on the side of caution in enacting restrictive legislation (see the Intellectual Freedom department in this issue).



Daily television newscasts and other programs are being packaged in 16mm cartridges by the Compufax Co., 13815 W. 8 Mile Rd., Detroit, MI 48235. A special audiovisual device is needed for playback. Libraries may subscribe on a yearly basis or order selected programs. The company claims that an entire year of fifteen-minute newscasts can be stored on one shelf. They make no comment on copyright problems.

Ever busy and active Edward N. Howard, director of the Vigo County Public Library in Terre Haute, Indiana, and a committee of staff members hosted an old time get-together for librarians throughout the area. Getting acquainted at what was listed as the "first traditional unorganizational meeting" was simplified for the special, academic, school, and public librarians with door prizes that included a door, a live duck, a bottle of Scope, and a wing-flapping chicken. Corny, maybe. But many of the area librarians met each other for the first time. Have you met the librarians in your community?

Robert Franklin, director of the Toledo Public Library and much-read editor of Tee-Pee, tells a story about consultants that just may end all such tales. "A surgeon, an architect, and a consultant were having a convivial argument about which of their vocations was oldest. The surgeon pointed out that to

Adam, establishing his surgical profession pretty early. The architect said yes, but the same book told how in the beginning all was chaos and confusion until order and a structured world were formed, obviously by a great Architect. Yes, said the consultant, but who do you think had brought about all that chaos and confusion?"

Librarians interested in innovation will want to take a look at Junior College Journal, Vol. 40, No. 4, Dec.-Jan. 1970. A report from the League for Innovation in the Community College covering thirteen outstanding college districts and their library service is right there with exciting contributions. Single copies are available for 75c from the American Association of Junior Colleges, 1 Dupont Circle NW, Washington, DC 20036.

Mrs. Leola Marshall, librarian at Pacific School in Seattle, is the kind of dedicated person to have around. She entered her library in a local radio contest that was paying \$500 for an essay on "What Turns You On." She extolled the virtues of reading to children and won. When she told the station that she planned to use the money for carpeting in her school library, a local company donated the 175 yards so she could buy more books.

During their session at the Midwinter Meeting, The Social Responsibilities Round Table Task Force on Evaluating Outreach Programs determined that the most immediate need for the task force is to assemble a preliminary list of library outreach programs. An outreach program is defined as those services provided by a library beyond its traditional program in an attempt to reach the unserved portions of the community. (The library need not be tax-supported to qualify.)

The task force chairman, Michelina Vaccaro, is requesting all librarians involved in such programs themselves, or knowing of other outreach efforts, to identify them for the task force, including as much of the following information as possible: 1) objectives of the program, both overall and specific: 2) type of funding—private, state, or federal—and its allocation, giving priorities' breakdown; and 3) operation, e.g., whether in or out of the library itself, the equipment obtained and its uses, personnel (indicating training) used, and the implementation of objectives.

Return of any information that can be provided—if only the name and address of the contact person running such programs—is essential as background information for a proposal to be drafted at the ALA Annual Conference in Detroit. The task force asks that this in-

young adult librarian at the Brighton Regional Branch of Boston Public, no later than May 1. The address is 40 Academy Hill Rd., Brighton, MS 02135. More about this task force's plans will appear in the conference report in the April issue.

The new after-hours telephone reference service, now being provided by the Berkeley and Oakland public libraries (as one of the facets of BOSS, their newly formed library cooperative) is continuing to grow in usage and popularity as word of this innovative new service gets around to San Francisco Bay Area

CROSS REFERENCE CARDS

Instant cross indexing. Increase circulation with over 1300 see, see also, and notes cards ready to drop into your card catalog. All entries are consistent with Sears 9th and standard Wilson catalog-

In addition, the new 144 page second edition of the Woods Manual and List of Subject Headings, with Dewey decimal numbers for the first time, is now available. LC# 76-101641

Manual \$4.95. Complete System \$30.00.

WOODS LIBRARY PUBLISHING COMPANY 12131 S. Elizabeth St. Chicago, III. 60643

Congressional Digest | pro gcon

A FEDERAL INSURANCE

The Question of Expanding the Federal Role in GUARANTY Casualty Insurance Reg-corporation ulation includes "The

Evolution of Casualty Insurance," Basic Types of Insurers and Insurance," "Growth of the Federal Role," "Scope of Casualty Insurer Insolvencies," and "Summary of the Magnuson Guaranty Bill," as well as detailed Pro & Con arguments. February 1970.

THE "PHILA-Controversy over the **DELPHIA PLAN"** Administration's plan to increase minority employment is examined through background articles and Pro & Con discussion. March 1970.

Recent Issues: Electoral College Reform (Jan.). The Federal Role in Urban Mass Transit (Dec.).

Rates: 1 year, \$12.50; 2 years, \$22; 3 years, \$30. Single copy, \$1.50.

Write: The Congressional Digest, 3231 P Street N.W., Washington, DC 20007.

residents. During the first five weeks (before a massive publicity campaign got underway), a total of 182 calls were received by the reference librarians manning the phones, alternately, in the main Berkeley and Oakland public libraries, from library closing time until midnight, seven nights a week.

Interestingly enough, the busiest nights have been Saturdays. The types of questions asked have not differed markedly from those received during "regular" hours. Some examples are: "What's the time difference between San Francisco and London?," "Who is the fourth member of the Beatles?," "Who were the first U.S. Senators from Hawaii?," and "Who is President of Montgomery Ward Company?." Contrary to the expectations of some, few, if any, of the calls seem to originate from barrooms or pool hallsbut, hopefully, word will get around to them too.

The following committee did not make the November 1969 information issue:

Reference and Subscription Books Review Committee (ALA): To accumulate information about books sold on the subscription basis and about comparable publications; to prepare reviews and editorial comments about such books for The Booklist; to receive reports of questionable sales practices affecting such books and to transmit substantiated facts to such agencies as Better Business Bureaus and the Federal Trade Commission; to publish the findings of these agencies in The Booklist when authorized for release; and to act throughout only as an evaluating agency, not as an advisory group.

Chairman, Mrs. Julia Bartling, head, Reference Department, University of Iowa Libraries, Iowa City, IA 52240 (1970): Marion L. Abrecht (1970); Barbara G. Bartley (1971); Mrs. Helen H. Bennett (1970); Bernice Bruner (1971); Ray L. Carpenter (1970); Jack A. Clarke (1970); Marcia W. Cooley (1970); N. Harvey Deal (1970); Gretchen DeWitt (1971); Jack Dickey (1971); J. McRee Elrod (1970); John J. Farley (1970); Mrs. Thelma Freides (1970); Thomas D. Gillies (1971): Ruth M. Hadlow (1970); Richard S. Halsey (1970); Henry C. Hastings (1970); Charles L. Higgins (1970); John Hulton (1970); Arlene Jacobs (1970); Edith Jarvi (1970); Sharad Karkhanis (1970); Kenneth F. Kister (1970); Mrs. Carolyn C. Leopold (1971); John A. Mc-Crossan (1970); Rachel S. Martin (1970); Barbara S. Moody (1970); Eileen F. Noonan (1970); A. Kathryn Oller (1970); Richard H. Perrine (1970); Mrs. Ione Pierron (1970); Ruth Tarleton Power (1970); Gary R. Purcell (1971); Ruth Ann Robinson (1971); Marjorie L. Rogers (1970); Carol E. Selby (1970); Thomas S. Shaw (1971); Mary Stillman (1970); Mary Ann Swanson (1970); Eva Webb (1970); Lucille Whalen (1971); Wiley J.

Williams (1970); Raymond F. Wood (1970). ALA staff liaison, Mrs. Helen Kennedy Prince.

Subcommittee to Study Omnibus Articles, Editorials, and Consumer Articles (ALA): Chairman, Thomas S. Shaw, professor, Louisiana State University, Baton Rouge; Marion L. Albrecht; Gretchen DeWitt; Richard S. Halsey; Wiley J. Williams; Mrs. Julia Bartling, ex officio.

Subcommittee to Study the Need for and Usefulness of Coverage of Legal and Medical Handbooks for the Layman in the Reference and Subscription Books Review Committee Section of The Booklist (ALA): Chairman, Charles L. Higgins, librarian, Nazareth College Library, Rochester, NY; Gretchen DeWitt; Edith Jarvi; Mrs. Julia Bartling, ex officio.

History Section, Reference Services Division Nominations: Vice-chairman, Chairman-elect, Robert J. Adelsperger, Special Collections, Chicago Circle Campus, and Roy D. Miller, Jr., chief, History, Travel & Biography Division, Brooklyn Public; Member-at-Large, Mrs. Ramona Mahood, Instructor of Library Science, Memphis State University, and Juliet P. Wolohan, associate librarian, Manuscript and History Library, New York State Library.

In accordance with the History Section Bylaws Article VII, Section 2, no person may be nominated who is not a personal member in good standing at the time of nomination. In addition to the slate of candidates presented by the nominating committee, other nominations may be made by the membership, provided that such nominations be made by petition, signed by at least fifty members of the section, and submitted to the executive secretary of the Reference Services Division at least three months before the annual conference of the Association.

Chapters

Kansas Library Association officers for 1970 are: president, Martha Stucky, Manhattan Unified School District No. 383; vice-president and president-elect, Richard Farley, Kansas State University; 2nd vice-president, William Usher, trustee, Salina: secretary, Duane Johnson, Central Kansas Library System; treasurer, Ray Willson, Southeast Kansas Library System. Annual conference will be held April 30-May 2, 1970 at the Ramada Inn, Topeka. Exhibits chairman is Richard Crawford, American Bindery, 914 Jefferson, Topeka, KS 66607.

Idaho Library Association will hold their annual convention April 30 and

May 1-2 at the Ponderosa Inn, Burley, Idaho. Theme for the conference is "Libraries Plan for the Seventies." Keynote speaker is Gerald Shields, editor of American Libraries. Mrs. Mary Faith Bolinger, Caldwell, is president.

Massachusetts Library Association holds its annual meeting at the Provincetown Inn on May 21-22. Exhibits are being scheduled by Ernest Crerie, Barnard and Co., 101 Mystic Ave., Medford, MA 02155. Mrs. Eleanor T. Cooney, Tufts Library, Weymouth, is president; Frank N. Jones, Southeastern Massachusetts University, is vice-president presidentelect; secretary is Mrs. Sigrid Reddy, Bedford; treasurer is John Mackey, Somerville Public Library.

Delaware Library Association, Library Trustee Association and School Library Association, in their fall meeting heard Governor Russell W. Peterson warn that education costs were going up and productivity was going down. He cited the media center as a method of increasing productivity through developing individual potential. As for public libraries, he reaffirmed the old "people's university" role. He promised renewed strength for the state library and its services and called on the libraries to tell their story to the citizens of the state—"people are used to what they have and must be awakened to their needs and opportunities by the informed few." He promised that no more feasibility studies would be launched, and pledged to support the development of library service throughout the state.

Minnesota Library Association announced their new officers for 1969-70: president, Helen Young, Hennepin County Library, 300 Nicollet Mall, Minneapolis, MN 55401; first vice-president, president-elect, Gilford Johnsson, Nobles County Public Library; 2nd vice-president, Mrs. William Burnson, Kitchigami Regional Library; secretary, Ruth C. Johnson, Minneapolis Public Library: and treasurer, Margaret Bosshardt, Marshall Lyon County Library.

Librarians and others

Marian Goslinga, a pretty, blue-eyed blond and librarian at Fresno (California) State College Library, was awarded the California Department of Rehabilitation's "Rehabilitant of the Year" award. She holds an A.M. in Latin-American History and M.A.L.S. from Berkeley. She hopes to go on for her doctorate. In 1958 she was stricken by a viral infection causing complete paralysis.

Lawrence S. Papier is now program

Research Branch, U.S.O.E. Frank Kurt Cylke left this office to become executive secretary of the Federal Library Committee, Library of Congress.

Carolyn F. Ulrich, originator and former editor of Ulrich's Periodical Directory, died on November 23 at the age of eighty-nine.

David Kuhner is assistant librarian for science in Claremont (California) Colleges' Honnold Library. He had been head of the reference department in the John Crerar Library in Chicago.



Alice McClain is now director of libraries at Montana State University, Bozeman. The former associate director replaces Lesley M. Heathcote, recently retired after twenty-three years as di-

Lewis C. Naylor, director of the Cuyahoga County Public Library, Cleveland, since 1955 is now director of the newly created consolidated public library system in Lucas County, Toledo.

Mrs. Marjorie Barker, is supervisor of adult services in the Nashua, New Hampshire Public Library. She had been head librarian of the Stanley Memorial Library, Laurel branch of Prince George's County Memorial Library, Maryland. She is a member of the Action Council of the Social Responsibilities Round Table.



J. Maurice Travillian is now assistant officer, Library and Information Sciences director of the Iowa State Travelina

Try this Revolutionary Idea! Give a \$7.50 ALA Membership to a Library Student

For details and application blanks write to:

Membership Promotion Office AMERICAN LIBRARY ASSOCIATION 50 East Huron Street, Chicago, Illinois 60611

Library. He has been director of the Marshalltown Public Library. He is currently serving on the nerve-wracking Activities Committee for New Directions for ALA.

Charles C. Bead is chief of the Subject Cataloging Division, Library of Congress. The former assistant chief in that division replaces Robert B. Holmes, now assistant director for Processing Services.



Louise MacDiarmid, coordinator of Children's Services, Prince George's County Memorial Library, retired after twelve years in December 1969. She has served with the Detroit, Staunton, Virginia, Montgomery County, Maryland, public libraries and with Stuart Hall, a prep school for girls in Staun-ППП

First Aid for Smaller Libraries



It's a great way for smaller libraries to nurse themselves into better shape and save 10% in the process.

Bro-Dart's handy, economical new Book Processing and Book Care Supply Kit offers all the basic requirements for getting books on the shelves—and for keeping them in circulation.

Here's what you get:

100 Lifetime Duplex Self-Stick Covers ■ 200 Date Due medium-weight Book Cards ■ 200 Date Due Book Pockets ■ 500 Centura medium-weight blank Catalog Cards ■ 4 rolls of 3/4" Magic Mending Tape with dispensers ■ 1 package of ten 3" x 11" Book Aid brown tape strips ■ 1 roll of 3" Book Aid wine-color tape with release paper backing ■ one 12 oz. bottle of Bind-Art Adhesive ■ 1 pair of sand-colored

plastic Book Supports with Shelf Grip Strip • 1,000 pressure sensitive Call Number labels • 1 can of Plasti-Lac Book Spray.

Items purchased separately would cost \$28.75. Complete kit: \$25.

You save \$3.75. Why wait?



complete kit	s at \$25 each.	
Enclosed is c	check (or money	order) for \$_
Library Nam	ne	
Ordered by_		
Title		
Address		
	State	7in

Commentary

This is a copy of a letter sent to President Dix, provided by the author and here reprinted for study and comment by membership. See p. 238 for the New Directions Committee interim report. Ed.

Suggestion

For several years I have been concerned with what has seemed to me the ineffectualness of ALA Council. During my term on Council (1963-67) I watched a tiny handful of people easily dominate ALA's governing body, while a great majority of its members were silent. I do not wish to imply any sinister manipulation by the few, but only that a majority of Council took little, if any, active parts in its deliberations. Each year when the organization issue of ALA Bulletin has appeared, I have studied the makeup of Council, looking for clues to explain its peculiar qualities.

This year the voting membership of Council is as follows:

Executive Board13	members
Councilors at Large96	members
Councilors from Chapters54	members
Councilors by Division14	members
Councilors by Past-Presidency27	members
Councilors by Affiliates12	members

TOTAL 216 members

Minus four people holding two Council seats.....

TOTAL 212 members

Two elected Councilors at Large serve on the Executive Board, one division president is Councilor at Large, and the immediate past-president serves on the Executive Board.

Analyzing Council membership further, it is possible to divide Council into two groupings:

Councilors elected by ALA membership: Executive Board
After deducting two duplicates 107 members
Councilors not elected by ALA membership: Councilors from Chapters 54 members Councilors by Division 14 members Councilors by Past-
Presidency 27 members Councilors by Affiliates 12 members After deducting two

This breakdown shows that almost 50 percent of Council this year was not elected to that body by the membership at large.

Further study of the latter group reveals some inconsistencies with democratic representation. Each chapter has representation equal to all other chapters regardless of the number of chapter

members who are members of ALA. A chapter Councilor theoretically could be elected to Council by a majority of chapter members who were not members of ALA. Affiliate Councilors represent organizations which need have no ALA members among their membership. The combined vote of these two groups, sixty-six, represents about 31 percent of the total vote in Council. Yet these two groups are likely to include the least informed members, and represent the least concerned elements, since their organizations have no organic function in ALA.

It may seem ungrateful to take issue with the life membership on Council of our past-presidents. I am happy that the office of president confers longevity on its incumbents. Certainly past-presidents have special insights into ALA and its concerns. Yet as their term of office becomes more distant, surely their special knowledge becomes less current and valuable. Might not a regular fouryear term on Council provide us with the fruits of their experience? Life membership in the Association, instead of in Council, might be a fitting reward for their services.

I could add more to my criticism of Council's makeup, but my letter is already over long. May it not be totally unwelcome. My hope is that Executive Board, at its convenience, and the membership, might consider whether something resembling a one-man-one-vote governing body might not serve us better than a body in which half the seats are unrepresentative.

RICHARD L. DARLING, director. Department of Educational Media and Technology, Montgomery County Public Schools, Rockville, Maryland

To Fudge . . . there's the rub

In all unfudgingness, I must admit that even if I didn't have two ALA group insurance policies, I would probably pay my dues for 1970. However, I would be guilty of mild fudging by remaining a member of the "silent majority" of ALA members who pay their dues without protest.

My silence has been shattered by a reminder (the dues notice) of the cute handling of the problem at ALA in June when the majority of an unsilent minority (about fifteen hundred) of the ALA members voted in the revised graduated dues schedule for all of us. This, after evidence of substantial "fudging" by members who pay less than their proportionate rate, and without providing for a means of substantiating their proper rate, such as a copy of the W-2 tax form. "Fudging" indeed. Others steal, defraud, lie, filch, swipe, rob, cheat, and swindlelibrarians "fudge."

Without soliciting reactions, I know of two young librarians on our staff who refuse to rejoin AIA because

"fudging" colleagues, and two who are rejoining only because of their group insurance benefits. As for me, I don't resent the rate I pay, but I resent the fact that it is higher than it would be without almost ten thousand possible fudgers.

As one who finds inequity unpalatable even when candy coated with fudge, I ask that ALA poll all the membership next year, on alternatives such as a flat rate for all, or proof of salary upon payment of dues. Those who weren't in Atlantic City in June should at least have a voice in this. It is too touchy a question to remain decided by about twenty-five percent of the members who were in Atlantic City, and had the opportunity to vote-whether they did or not.

Rose Mosigian, assistant director, G. M. Simmons Library, Kenosha, Wisconsin

Real Enemies

Librarians are coming to expect hostilities towards intellectual freedom from assorted trustees, mayors, city managers, faculty committees at biblebelt colleges, etc. But it is still somewhat of a blow to see this surface in other librarians, and I make specific reference to the case of Mrs. Bodger, the Missouri State Librarian Commission, and Ralph Parker, librarian at the University of Missouri.

Mr. Parker's speech at the MLA gathering was studded with the emotionalism and inconsistency he professes to deplore. One is his equating of a militant stand in favor of intellectual freedom with overreaction on the part of some members of minority groups. The speech is loaded with references against Mrs. Bodger: "no objection to Mrs. Bodger's espousal of . . . materials which have been charged by the prosecuting attorney...as being pornographic and obscene"; "Mrs. Bodger had every right as an individual citizen" (and presumably not as a librarian; italics mine); ". . . foul and filthy language" (good heavens!). It contains absurd rationalizations: "I don't think that the people who raised the furor were members of the John Birch Society-certainly not all of them"; "we wanted to protect the state library against the political reaction which we were sure was going to take place," etc.

What would I have done under such circumstances, Mr. Parker? I will tell you. First, I would have borne in mind that big public censorship-type clashes are invariably caused by oversensitive, super-cautious, pussy-footing trustees and not by the easily-ignorable crackpots who make the original complaints. Second, I would not expect an employee of mine to demonstrate such slavish loyalty as to refuse to oppose any action of any state agency regardless of her principles.

just because my name was on a letterhead that she used. Fourth, I would judge her by her competence and not by her having said a couple of no-no words to someone over the phone in the face of understandable provocation. fifth, even if the employee was a bad employee and had to go, I would permit her to resign first instead of getting my petty little revenge of refusing to accept the resignation and firing her instead, and handing this as a sop to those who had deluged me with letters. And finally, sixth, had I participated in such misjudgment and revenge-getting, I would not seek to publicly glorify my stand; I would hide my head in shame. My real concern is not with Mr. Parker but over the other librarians who gave him a standing ovation and ignored William DeJohn. This, coming from professionals, is far more upsetting than the ALA Trustees giving archeonservative Max Rafferty a standing ovation in San Francisco. Can we waste our fear on the Farmingdale trustees, Martinsville city manager, Richmond, California book selection committee, etc, etc. when the real enemies are in our own midst?

RICHARD H. ROSICHAN, director, Coldwater Public Library, Coldwater, Michigan

Earn Your Renaissancery!

Stanley C. Wyllie, Jr., in his impassioned blast against relevance in the ulti-

mate ALA Bulletin (Dec. '69 pp. 1515–16), characterizes himself as "a Renaissance man quite content to live in a Victorian world of books with the technical marvels of the 20th Century." Mr. Wyllie is quite a metaphorical time-traveller!

I would like to suggest a further era for him, however. Rather than the Renaissance, that golden era of enlightenment, I submit that Mr. Wyllie belongs to the dark ages, with his reluctance to join even the Conservative Library Association!

Mr. Wyllie, we Renaissance men, with our passion for life in the world as it is lived, resent your claiming such a status. You must *earn* your Renaissancery, in the same fashion as the true men of the real Renaissance earned theirs—by producing, throughout the span of knowledge, works which stand the test of time, and by being a part of the world in which they lived.

Your cop-out will not make you one hell of a reference librarian, in your phrase. It won't even do much for you as a person, but that's your decision. You may retire to your box and consign the ALA, plus the CLA, to whatever purgatory exists minus your presence. But don't delude yourself that your opinion must be equated with certitude.

Most librarians do care about ABM, MIRV, Vietnam, and President Nixon (pro or con). It's part of what we conceive as the personal and professional responsibility of a librarian. Relevance—Heaven, Mr. Wyllie!

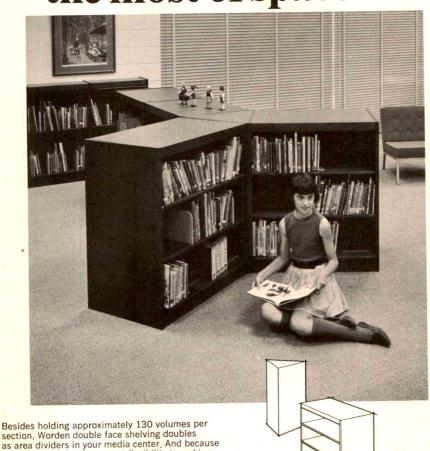
DEM POLACHECK, head of Adult Services, The Canton Public Library, Canton, Ohio

Down in the Mud

Your challenge, "Defend it, you optimistic ones" (ALA Bulletin, Dec. '69 p. 1521), is well taken by many of the so-called younger generation of librarians and, I am sure, taken up. Much has been done of late by the professional librarian, as evidenced in such organizations as Congress for Change, and others. It is a good start, but is there not a more basic problem created by our own traditions and institutions which, if solved, would allow all of us in the library world to work on the real problems facing us?

Librarians, as a group, are bogged down in the mud that they have created in their own institution, the library. Our own administrations do not reward creativity in solving problems. They only reward when we fit into the standards and traditions of the institution. Thinking like our elder statesmen and carrying out the traditional methods of librarianship are taught in the library schools and are ingrained throughout the beginning years of professional experience. Do we need to spend our time feeding the institution which we have created, or can we work on the real

Ys to make the most of space



Besides holding approximately 130 volumes per section, Worden double face shelving doubles as area dividers in your media center, And because it's moveable, you have great flexibility in making future changes in floor layout. Using simple wedge units you can form Y-shape or V-shape settings. Worden shelving, of hard rock Maple is available in a choice of finishes. Shelves of solid Birch or Maple are adjustable every half inch.

THE WORDEN COMPANY
199 EAST 17TH ST. • HOLLAND, MICHIGAN 49423



problems? Let's drop the bonds of traditions and institutions and work to achieve solutions to the problems facing our society for which our society needs information so badly.

DAVID N. FORSYTHE, head of Bibliographic Services, Western Michigan University, Kalamazoo, Michigan

The Questionnaire Explosion

Our library received and answered sixty questionnaires during 1969. This does not count those received personally by staff members, nor requests for personnel references. It includes questionnaires and surveys on automation, budget, holdings, policies, procedures, personnel, salaries, directory information, and personal opinion, among other topics.

No one objects to answering a questionnaire when it serves a legitimate research need. But everyone should object when the questionnaires are ill-formulated, use ambiguous terms, or ask for information readily available in standard reference sources.

Questionnaires from library school students are often poorly organized, and surprisingly, some from library school faculty are similarly poor.

Someone suggested ALA should, at a minimum, set standards for questionnaires, and perhaps even go so far as to set up a clearinghouse to screen prospective questionnaires for clarity and minimum standards of worth. Libraries might then wish to answer only those questionnaires which bore the "ALA seal of approval." Some libraries have already stopped answering questionnaires except those from government sources or standard directories. This is an extreme position, but unless the questionnaire situation improves, more libraries will be driven to it in self-defense.

Donald T. Smith, assistant university librarian, University of Oregon, Eugene, Oregon

Another People-oriented Library

The Dedham Public Library was the first in Massachusetts to undertake the elimination of "no fines" fourteen months ago. Brief moratoriums had been held in the past, but never the "heresy" of eliminating fines over an extended period of time. Tradition dies hard in New England. Surrounding suburban librarians were shocked with many envisioning a disapora of library materials. Still others exhibited Yankee caution and a wait-and-see attitude.

These fears proved to be groundless. With very little reservation, the Library Trustees and Finance Committee accepted the concept of "no fines" on an experimental basis. These two groups realized the cost of maintaining an effective fine system proved to be more

costly than the revenue it produced for the town's general fund.

Many of the Library Staff were skeptical, but fines were not proving to be a deterrent. Library policy appeared to be petty and punitive. Students and adults felt it to be nitpicking. Children thought staff members were disciplinarians and overly strict. In spite of training to the contrary, we discovered a wide variation in the enforcement of library rules and in our attempts to collect the fine money, inasmuch as some staff members were overly zealous while others "forgave their friends" far too easily.

Our specific concern soon became the children. Many were becoming victims of either librarians or parental zeal. Certainly many were discouraged from ever returning to their library. Even after "no fines" had been in effect for a month or more, one mother felt us to be overly permissive when she asked, "How do you expect us to teach them responsibility if you don't enforce fines?" "By placing the responsibility where it rightfully belongs," was the reply.

Leaving the philosophical implications of this question aside, we also discovered the convenience of the outside bookdrop was frequently abused by those "beating the system." Further study revealed it to be the same patrons over and over again who refused to either pay fines or to pay attention to any number of notices or telephone calls. We believed then and have been given no reason to recant the basic tenet that the majority of our patrons are responsible and reasonably conscientious.

Public reaction has been one of surprise, followed quickly by pleasurable relief. Our experience of over a year indicates with a single weekly due date the material may be one or two days late; but we haven't worried about this since it has not proved to be a problem, as our first notice is not sent until fourteen days after it is overdue. With a transaction number system and photographic charging, we have greater control than ever before. We don't feel we are exceptionally unique or virtuous, nor do we feel that we have been extremely lucky. We did not initiate any different methods of insuring book returns: all material circulates three weeks, followed by a first notice fourteen days later, and finally a bill fourteen days after the first notice. To use the example of the Children's Room with a rough average circulation of fourteen hundred weekly, we send out eighty-four notices or roughly 6 percent of the total. Less than 1 percent require billing procedures. So far we have not had to resort to any suspension of library privileges, nor have we had to consider employing a special messenger to go out and retrieve our material. We do not feel our present system has been

flagrantly abused. It has been our experience that it is the same chronic offender with or without fines. We have no reason for turning back.

In conclusion, fines can be eliminated. Basically it requires viewing your library and your public somewhat differently. It means becoming people- rather than property-orientated. Our community relations have improved greatly and a more satisfactory relationship is maintained inasmuch as our identity as a service agency is more clearly identified since we no longer appear petty and punitive. The elimination of fines, if anything, has stimulated circulation and free use of the entire library. We did not open Pandora's Box! We simply gave more than lip service to the right of anyone-child, student, or adultto use his library without punitive

PHILIP W. MERIAM, library director, Dedham Public Library, Dedham, Massachusetts

Library Heartburn

In the December 1969 ALA Bulletin (pp. 1554–1559), Barbara Coe Johnson's article, "Services an Integrated Hospital Library Can and Cannot Provide," is deceiving. The article has no clear answers to what services. This article is only bait material for airing the new revision of Standards for Hospital Li-



braries. After some six years these revisions are neither rare nor well done. It is only a mass of words using heartwarming tones. It wants to establish a Health Science Library concept. The concept would work in smaller hospitals and other types of institutions; however, many hospitals must have separate medical, nursing, and patient libraries. This is another classic example of the decentralized vs. the centralized library.

I suggested cooperation and other beneficial ventures. The committee even forgot to mention the need for audiovisual aids and other media for hospital libraries. I want standards with teeth. The revision of standards and the Health Science Library concept or integrated library should not give the administrator the green light to use the scalpel on the hospital library budget. The idea could be interpretated by the cost-minded administrator as "now we merge and now we can eliminate duplication." I stated that these ideas are wrong, and duplication and wealth are signs of growth and progress, not wealth and waste.

The public library and the hospital library are basically in the same financial boat and garden. When the budget needs trimming, the library bush gets trimmed first. The hospital library

CLIP AND STAPLE TO YOUR LETTERHEAD dust-tight **CLIP AND STAPLE TO YOUR LETTERHEAD CLIP AND STAPLE TO YOUR LETTERHEAD** periodicals clean * Rich woodgrain finish * Metal label card holder ¥ 6 Sizes fit 7,000 publications FREE CATALOG - Includes dozens of new and unique storage ideas for libraries, schools, offices. send have salesman call free catalog PRODUCTS COMPANY

7425 Laurel Avenue South

Golden Valley, Minnesota 55426

must have standards which are clear and definite in direction. The ALA Bulletin mentioned the Evergreen story and the Library Bill of Rights. This will be the same control group, administrators, decision-makers, or what have you, putting their foot down on education to serve some very narrow purpose. The deceiving issue here is the movement to eliminate hospital diploma schools of nursing, and to get the remaining library within the hospital or institution to serve all at the same budget rate, equipment, and physical facility. The article mentioned the librarian wearing two hats.

Finally I state that everyone should read the 1953 edition of *Standards for Hospital Libraries* and compare it to the new revision. It would be beneficial to have older standards with well-interpreted meaning rather than have heartwarming tones and heartburn later.

LAWRENCE BRENNER, senior medical librarian, Boston City Hospital Medical Library, Boston, Massachusetts

Dues Payment Plan

I cannot argue against the hike in ALA dues. Everything is going up in cost, and in order to offset rising prices ALA, like so many other professional organizations, must raise its dues. I have always willingly paid my dues, and considered doing so a privilege. This fact will not change as I pay my dues again this year. I would like to make what I consider a constructive suggestion, however. Would it be possible for ALA to accept quarterly or semiannual payments toward membership dues? I, for one, would be happy to pay a little extra for this privilege, and I'm sure many others would share my feelings.

The increased dues structure, while necessary, will pinch many a pocket-book. I'm thinking especially of those with smaller incomes, although the more one has to spend these days, the more he tends to spend.

By accepting the payment of dues on a quarterly or semiannual basis, as well as on the current annual basis, you may be encouraging increased memberships in ALA, for you will be giving those with financial problems or strain a welcome chance to spread out their payments. There are many librarians who could never afford to send one lump payment for dues, especially as they stand now, no matter how much they desire to become ALA members.

This letter comes to you in the form of a suggestion. I will not be able to come to Midwinter to make this suggestion in person, but I trust that you will route it in the right direction.

ALLEN P. ROTHLISBERG, director (on Leave), Yavapai County Library System, Prescott, Arizona

I took your question on quarterly or semiannual dues payments to LeRoy Gaertner, associate executive director for fiscal services and comptroller for the Association. He was sympathetic to the reasoning behind the suggestion, but he felt that the additional cost to the membership would be so prohibitive as to make any advantage incurred from split payments offset by additional inconvenience and expense. One of the many serious problems facing the fiscal department is the one of maintaining membership records. Trying to keep track of as nomadic a tribe as librarians has become a costly and involved process for the Association. Currently there are thirteen full-time employees jammed into the basement at 50 East Huron who do nothing but revise membership status. If there were to be added a need for quarterly or semiannual billing and followup, it could, like bread dough with too much yeast, rise up and explode. However, your letter has been forwarded to the Membership Office for their consideration. Ed.

Polluting the Stream

Reading in various places in the December 1969 *Bulletin* I find the following thoughts expressed or implied:

- 1. The character of children is affected by the books they read (Christine Geran, p. 1515).
- 2. Everything in the library should be on open shelves where the children can get it (E. Moore, p. 1529).
- 3. The library should use tax money to buy all kinds of materials (E. Moore, p. 1527).
- 4. The Evergreen Review and other publications, even when containing articles so pornographic that strong men get sick reading them, should be purchased (E. Moore, p. 1527).
- 5. Everyone should defend this policy as "intellectual freedom" (Moore, p. 1530).
- 6. The outlook for the 70s is not bright (Editor, p. 1521).

Does this all add up?

Maybe in the new American Libraries you will reprint some of the controversial material so the profession knows how intellectual it is and what we are defending in the name of intellectual freedom.

How does it happen that librarians can eliminate all kinds of books, including Little Black Sambo and the Bobbsy Twins from their list of books to buy for the library, but if clergymen, doctors, or teachers object to any books and suggest other books for the library it is an invasion of "intellectual freedom." Are we the only people who have taste and know what books belong in the library? Do we read every book before we buy it and check its possible effect on the character of possible future readers? Because some want to pollute the stream of knowledge, does that mean others have no rights, but must drink the polluted waters?

DAVID MORRIS, E. Lansing

The Dagmar Super Microfilm Reader





Shown above with the accessory 5x8 Microfilm Holder for large sheet film. \$16.50 when purchased with Reader. \$18.50 when purchased separately.

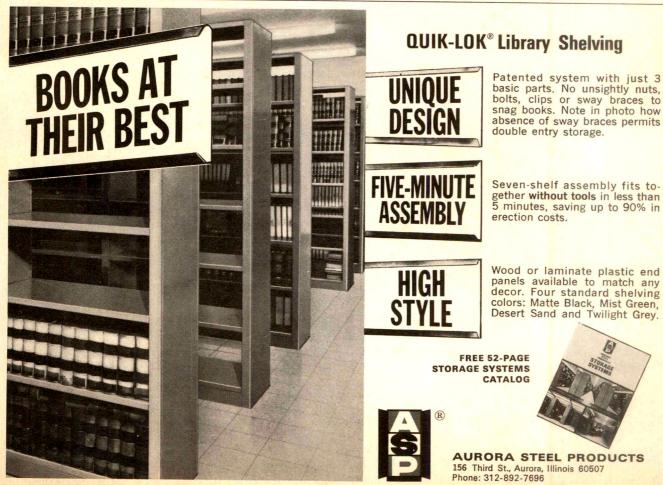
Shown above standard equipped to read all film forms except large sheet film. Dagmar Super Model A - \$159.95 All prices F.O.B. Waseca, Minnesota

Image projected flat on desk top for normal reading position with printed-page comfort. Operates cool and silently in moderately lighted room; compact and portable; easy lamp replacement - spare lamp holder inside Reader. Shipped postpaid if payment sent with order

Mail your order or further inquiry directly to

Audio-Visual Research

1511 8th St. S.E., Waseca, Minn. 56093



Mrs. Joan Bodger, whose departure from the Missouri State Library in April 1969 continues to be discussed, has submitted a formal "Request for Action," thus activating an investigation under the Program of Action in Support of the Library Bill of Rights. This mechanism, approved by the ALA Council during the Atlantic City Conference, provides the procedures for investigating the circumstances leading to an individual being fired or forced to resign under duress for reasons of intellectual freedom. A subcommittee has been appointed, composed of Florence De-Hart, Edwin Castagna, and Alex Allain, chairman. It is Mr. Allain's intention to have the investigation completed and the final report ready for the Detroit conference.

The Variable Obecenity Decision was handed down by the U.S. Supreme Court in April 1968. In determining that a New York state law prohibiting the sale of specified materials to persons seventeen years of age and under was constitutional, the Court effectively established two sets of standards, one for "children" (seventeen years of age and under), and one for adults. For the latter group, the decision meant, in effect, that "anything goes"—or almost. For "children," however, it was another story. Their reading was to be curtailed by persons other than their parents. Furthermore, anyone would be liable to prosecution who provided to minors, whether by loaning or selling, the kinds of materials specified.

Following the Supreme Court's decision, governments on both the state and local levels all across the country began to enact similar laws. Some copied New York's word-for-word, others added their own variations.

The sheer number of "variable obscenity" laws that have been passed since April 1968 makes this our biggest intellectual freedom problem currently on the legislative scene.

Of course, with a pat on the head, librarians were assured that this legislation would not affect them or their institutions. It was designed "solely to get at the hard core people." It was with no little interest, therefore, that we read the November 1969 issue of Operation LAPL. This document is published monthly by the Los Angeles Public Library. The lead article in November was entitled "What About the New State Laws?" With the permission of the editor, Charles M. Weisenberg, LAPL Public Information Officer, we reprint the article in full.

What About the New State Laws? Two new laws relating to obscene and harmful material took effect in California on November 10. One of these laws may

have some implications in the operations of California public libraries.

In order to clarify the situation, the Library Commissioners talked with Deputy City Attorney Brian Crahan at the November 19 meeting. Due to the great interest in this subject, Operation LAPL is publishing most of the remarks made at the Commission meeting. All members of the staff, however, should remember that these remarks were made during a Board meeting and do not constitute advice or instructions to

Intellectual Freedom

JUDITH F. KRUG

Are you prepared to defend intellectual freedom? Are you prepared to fight censorship? Are you informed about what groups are attacking library materials, what materials are being attacked and how? Do you subscribe to the Newsletter on Intellectual Freedom? The Newsletter provides facts. Facts are necessary to defend intellectual freedom. Facts are necessary to fight censorship. The Newsletter on Intellectual Freedom is issued bimonthly by the Intellectual Freedom Committee of the American Library Association. Edited by LeRoy Charles Merritt, dean, School of Librarianship, University of Oregon, Subscriptions available from the ALA Subscription Department. \$5 per year.

library employees. These remarks are presented as general background and information. Specific questions or problems should be routed through appropriate channels.

The discussion was opened by Commissioner Albert S. Raubenheimer, who asked Crahan to tell how the new State Laws would affect the library.

Crahan: . . . (In) the two recent opinions that the City Attorney rendered on the subject of the amendments to the Penal Code dealing in the area of obscene matter for all persons and harmful matter for minors under the age of 18, the responsibility for exhibiting and distributing of so-called harmful matter or obscene matter would fall upon you and/or such staff as would be carrying out your instructions . . . in regards to purchase, housing and display of books and periodicals. If, because the law is

new, you have any doubts as to whether any book or periodical is so-called harmful matter, keeping in mind that there has been no case yet determining what is harmful matter, you certainly have the prerogative as a Commissioner to protect yourself from being in violation of the law and to restrict this matter from minors. It is clear under the law and it is also stated in Mr. Arnebergh's (Roger Arnebergh, City Attorney) opinion specifically, . . . This opinion is really the point of what you are asking this morning:

"The right to use the library does not necessarily require that minors have access to all books. As a matter of fact, and aside from legal restrictions, it is even now quite customary to keep some books under lock and key for restricted use.

"You have legal disposition. I don't see that dealing with allegedly harmful or doubtful matter is any different from dealing with restricted use of a rare and fine art work, history text or book in general that must be kept under lock and key so that it may be made available in the future rather than to the present."

(Dr. Raubenheimer expressed concern that the new law would require librarians and library employees to determine who is a minor. He wondered what would happen to a library employee who fails to ascertain the age of a person in handing out a book that becomes questionable.)

Crahan: . . . Basically, in all criminal laws, you have to have what is known as intent, either actual intent which is "with knowledge" or implied intent which is "failure to exercise reasonable care." Now in this sense the law is broad because it further defines person to mean any individual, partnership, firm, corporation, association and any other legal entity. This includes you as a Commissioner. It is broad enough in that sense for you as a Commissioner to be prosecuted. Let's assume that some harmful matter was handed out to a minor by somebody at a desk. The only way prosecution would lie against you would be if you (the Library Board) did not instruct the staff to use reasonable care in ascertaining the age of a minor. I don't see how you could be called upon to have the intent that is required under the law.

Dr. Raubenheimer: Assuming that we have given instructions that the librarians should use reasonable care but, somehow, something that could be called harmful matter falls into the hands of a minor. Does that librarian then become liable to prosecution?

Crahan: Technically, under the law, if he doesn't use reasonable care, he has an implied intent to violate this law. I can't really say because we don't have a case yet.

Dr. Raubenheimer: I am very much concerned because this puts librarians on the spot. They become victimized, or if not actually victimized, they can be the ones that are going to suffer if this is literally interpreted.

Crahan: This is a brand new law affecting minors as a class. There have been no cases on it, no trials. There will be. At the present time, it is probably better to err on the side of caution rather than lack of caution.

Dr. Raubenheimer: I am being very deliberate about it. I am trying to protect the librarians.

Crahan: The most you can do is just to instruct in accordance with the law that they reasonably ascertain the age of the minors.

Dr. Raubenheimer: If they do then, and yet something happens, then it falls back on the Commissioners?

Crahan: You have already taken all the steps that could be easily required of you. The big limbo situation is what is harmful matter and what is so-called exhibition and distribution of it, and I think there will have to be cases to decide on the interpretation of just what that means. Hopefully, it won't involve the library.

Mrs. Leontyne B. King: In the event there is a letter from a parent and the librarian then gives a book to this child who is not of age, and the book gets into the hands of other children who are not of age. Who is responsible then?

Crahan: I pointed out in the second opinion that we wrote, specifically, that there is no protection for any of the library staff or any departmental staff for issuing so-called harmful books to a minor with his parent's consent. There is no provision that the parent's consent relieves you of criminal responsibility, so that particular policy rule should be deleted. It is a direct violation of the law. The fact that an adult gives his consent does not give you any defense whatsoever. This consent from adults is meaningless. If they want to come and get the book and take it home and show it to their children, that's their problem. As far as you're concerned, according to the law, you should not give out harmful matter to a minor. The fact that a person is a bonafide and natural parent does not relieve the individual librarian from the responsibility.

Mrs. King: Then the only thing to do is to tell the child to have his parent come in and get the book and that then relieves everybody.

Crahan: That's right. A letter from a parent will not do.

(Mrs. Evelle Younger asked if there have been any legal cases decided distinguishing periodicals from books.)

Crahan: I think that the Supreme Court of the United States has handed down so many decisions approving of the printed word that the only area in which you have doubt presently is periodicals in which you have pictures. That is the area, from my limited understanding, that is presently being prosecuted by the various City, County, and State agencies under the censorship and the harmful matter to minors laws. This is a whole broad area and it is particularly pertinent to periodicals with pictures.

Mrs. Younger: Can you tell me—and I assume the answer to this is probably "no"—whether or not there is any kind of record or list in your office of any such actions that are pending?

Crahan: I would not put it in the terms of a record or list. I am sure that individual cases will come to the attention of the criminal appellate department, and as convictions are upheld, as they come through the hierarchy of the courts, then there will be available information on specific periodicals which may or may not have been held harmful under that law, or obscene under the other law, since there are two laws involved here. But there is no list presently of which periodicals are under scrutiny or under criminal prosecution.

Mrs. Kenyon: In other words then, anything that is reasonably in doubt should not be made available to minors.

Crahan: Yes, it seems that this is a policy decision for you to make, but it seems at this unclear time you want to protect yourself and your staff as best you can.

Strictly Personal. It's a minor irritation, but Paul B. Cors, chairman of the Wyoming Library Association Intellectual Freedom Committee, feels that reference to the Bible in discussions of antipornography laws has become tiresome. The statement that "the Bible contains some of the frankest sexual writing ever done" has become a cliche. While it may be true, Mr. Cors wonders if it is really a useful argument? He says that: "before you start to bring the Bible into your next debate, you might want to consider the likelihood that doing so will get you into an embarrassing spot, for any or all of the following reasons.

"First, the argument is obviously specious. You don't really believe, do you, that even the harshest anti-smut law will cause anyone to be prosecuted for selling Bibles? Nobody else of good sense will believe this either.

"Secondly, you will be misunderstood. Someone is sure to think that you are trying to demean the Bible and will take offense. That will end the possibility that you can persuade him to your point of view.

"Thirdly, your ignorance will be exposed. Unless you read the Bible a great deal more than the average person (or even the average church member), you do not know it well enough to make this statement with any assurance. If

you can't 'name the chapter and verse of one' such passage, your bluff is called and argument demolished.

"Fourthly, you are using censors' techniques. Even if you can quote one or more sexy Bible verses—so what? Quoting isolated passages out of context and leaping to conclusions from them is a practice of censors. You're supposed to be above all that.

"Finally, the argument is irrelevant. Anti-pornography laws are best debated on the basis of constitutionality; adding a religious element only confuses and obscures the real issue."

Catalog Card Duplicator

Important improvements achieved from wide experience, assure to produce high quality catalog cards, with enlarged space good also for printing post-card, book card, book pocket, address, etc.

Plus new features in stencil and new ink to dry in 10 minutes.

Patented • Performance Guaranteed • Order "On Approval" Invited

Order now directly from the Inventor:

Chiang Small Duplicators

53100 Juniper Road South Bend, Indiana 46637

"A nostalgic return to the circus world."

Philip N. Manatella



THE CIRCUS

by Charles Philip Fox & Tom Parkinson
100th Anniversary Edition
A COUNTRY BEAUTIFUL BOOK

Readers will re-live the wonderful memories of the circus of old. Highlighted by 300 photographs, over 100 in color. Priceless historic posters reproduced in vivid color. An American masterpiece from COUNTRY BEAUTIFUL. 288 pages.

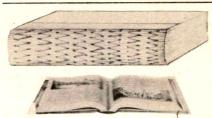
Available Exclusively Through WALLACE B. BLACK, INC. Publishers & National Distributors

Wallace B. Black, Inc. has been appointed National Distributor for most COUNTRY BEAUTIFUL books. Order "Circus in America" and other COUNTRY BEAUTIFUL masterpieces through your usual source of supply . . . or direct from Black. Regular Trade and Library Discounts Apply. Send for your 1970 COUNTRY BEAUTIFUL Illustrated Catalog now.

NATIONALLY DISTRIBUTED BY WALLACE B. BLACK, INC. 333 N. Michigan Ave., Chicago, III. 60601



the book in chain fashion. This sewing allows the book to open fully to expose all of the printed matter or illustration as well as part of the center margin.

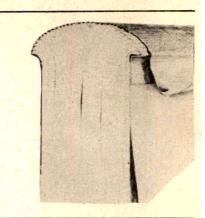


Treasure

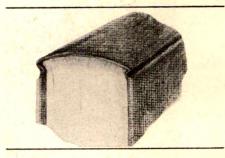
Trove

Beautiful, Beautiful Books Identifies the Genuine **Decorator Covers** By Treasure Trove For Rebound And Prebound Books Available only through authorized Library Binders.

LBI specifications call for threepiece endpapers reinforced with a cloth hinge and sewn to the book. This sewing prevents the pages from being loosened and lost.



Standards of LBI call for rounding and backing spine to assure that the book can be opened easily and often, and to maintain the shape of the book. This insures a strong hinge for the cover and the strong extra end leaves protect the pages of the text.



In these days of restricted book budgets, it pays to get the most circulations for your money, and you get the most by prebinding and rebinding from your authorized Treasure Trove binder. Why not talk it over with him. He'll be happy to give you all the moneysaving facts and show you samples of beautiful, exciting covers by Treasure Trove. If you don't know the name of your Treasure Trove binder, please write us and we'll send it right away.

Library Binding Service, Inc. 2134 E. Grand Avenue Des Moines, Iowa 50317

HOW PREBINDING AND REBINDING CONSERVE YOUR LIBRARY BOOK DOLLARS.

On the face of it, a publisher's binding may appear to be the lowest-cost way of binding books.

But, when you go beyond the initial price, you'll find that you get more than twice the circulations from a book prebound or rebound to Library Binding Institute specifications.

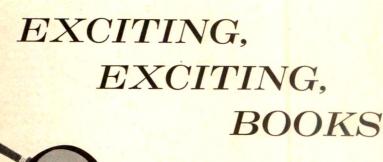
The difference is quality and craftsmanship; the quality of the materials, and the craftsmanship of the prebinder and rebinder.

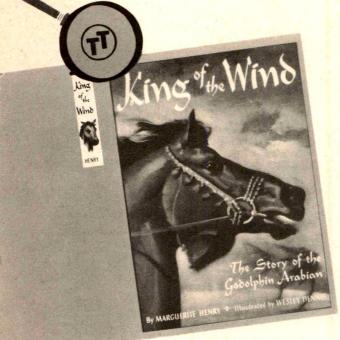
Treasure Trove Illustrated Covers, and Decorator Covers by Treasure Trove are famous for quality of reproduction and design, quality of buckram and inks, and quality of the plastic over-coating that protects and preserves their matchless beauty. We proudly put the TT trademark on every book cover we manufacture.

Authorized Treasure Trove rebinders and prebinders are equally known for their fine craftsmanship. They bind to exacting LBI standards using many hand operations which adds appearance to the book and easier reading as well as maximum circulations.

THESE ARE LBI STANDARDS:

Books bound to LBI standards have round library corners. A double fold of protective buckram cushions and prevents the corner from fraying regardless of how many times a book is dropped corner-first. These corners help keep a book looking fresh and new for a long time.





The Identifies the Genuine Treasure Trove Illustrated Covers For Rebound And Prebound Children's Books



Available only through authorized Library Binders.

People used to think of us only as a source of library supplies and equipment for processing, shelving and circulating books. Some still do. But over the years . . . especially the recent years . . . we've quietly expanded and now serve a much broader field.

Many new and useful things have been added, like our ☐ FRAMED ART REPRODUCTIONS . . . representative groups of high grade custom framed full color pictures, selected for significance of artist and variety of subject matter. ☐ CHECKPOINT . . . the new electronic book guardian. Silent, unobtrusive . . . yet it gives you constant, positive protection against unrecorded book removals. ☐ RECORD BROWSERS . . . in several styles, to store and display your LP's. ☐ MICROFILM and A/V FILES . . . colorful all steel units to harmonize with modern decor. ☐ DISPLAY CASES . . . modern, practical, attractive . . . for exhibits of every imaginable thing, from artifacts to rare books. ☐ Plus others . . . many others.

Now, more than ever, it will pay you to talk first with your friendly Gaylord Man . . . the expert consultant whose advice you can trust.

Makes sense?

THE NEO-ESTABLISHMENT TALK-FEST

Rheum and Board

Chicago in January can be unpleasant too. All you have to do to insure recordbreaking subzero temperatures is to schedule a Midwinter Meeting. So it was in the aged Sherman House hotel as it filled with nervous older members, rambunctious newer members, and a few unclassified members. Between throwing open meetings to anyone that wanted to wander in and the dry, hot, hotel air you couldn't tell a nervous cough from a primeval influenza.

Among the many casualties were David H. Clift, executive director, and Rev. James Kortendick, Catholic University, carted out on stretchers to the hospital on Friday. In a subsequent personal message, Mr. Clift suggested to the Father that in the future they reduce costs by sharing ambulance services. Others, like Erv Eatenson, chairman of the Notable Books Council, spent three days at the mercy of hotel bed and doctor. Fred Wagman, chairman, Activities Committee on New Directions for ALA, had to cancel out his last meeting to head for home and recoupment. Many others managed to struggle home to spend the following week with respiratory infections.

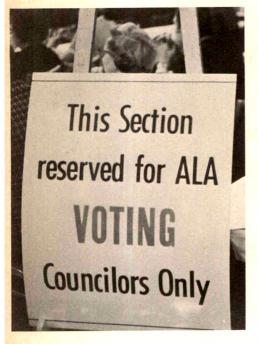
They Shoot Parrots, Don't They?

The talk was endless. The Intellectual Freedom Committee, the Freedom to Read Foundation, the Activities Committee for New Directions, the Council, the Executive Board, plus all of the many boards and committees that normally gather to attempt to transact business at Midwinter produced a plethora of verbiage and little else.

A traveling circus sideshow atmosphere was well maintained by the New Directions group. Housed in a room surrounded by draped cubicles not too far removed from the side-show booths at the county fair, the committee threw its interim report with attendant background papers at the delegates and said come tell us what you think. The testimony ran for three days. It was all unstructured. No one in particular was invited to testify. No particular subjects were announced. The result was periods of embarrassing silence, interrupted by long, prepared oratorical statements, off-the-cuff comments, and endless repetition on the subject of intellectual freedom. It was only in the last thirty minutes of the many hours consumed that anyone began to seriously discuss the purpose and structure of the Association. In the little booths surrounding the hearing room were tape recorders for the shy, or those who couldn't get a word in edgeways during oratory time, both producing a dozen reels of sound. The Committee came to Midwinter thinking they were halfway home in their charge to offer up some new directions for ALA. They went home in a state of shock at the tremendous job that awaits them in Detroit. If they do not produce at least a Magna Carta in a few short months, they will be cursed and vilified. The demands being made on the Committee are unrealistic. No Committee alive or dead has ever been able to create a readable document, let alone an "instant" revolution.

New Directions was also the theme of the Wednesday evening President's Program. It was preceded and interrupted by a "media" presentation that made the public and academic librarians wonder what the school librarians were doing with their standards. It is unfortunate. A meaningful media presentation could have unified the purpose of the meeting and provided a subjective appreciation for the hopes of the profession. It is hoped that the experience has not soured ALA program planners on the use of media in future productions.

Food for Thought for the Overfed



Open Door Policy for Inscrutible
Executive Board

The discussions and prepared statements for this Wednesday evening program centered again on intellectual freedom with a carry-over attack on the Freedom to Read Foundation that found the neo-establishment complaining that the establishment had moved too fast and been too responsive. Both sides had made up their minds that the other was up to some kind of conspiracy and were consequently unable to really listen to what the other was saying.

Richard Waters, chairman of the Junior Members Round Table's ad hoc Committee on New Directions, read the suggestions tentatively being considered by their group. They contained much that was part of the current thinking of the Social Responsibilities Round Table Task Force and that had been arrived at by the "big daddy" New Directions group. But there were a few suggestions that were emphatic and change-minded enough that they could have set off a galloping session of ideas and speculations. Here for the reader's contemplation are some of the more provocative positions: limit the personal membership in ALA to graduates of accredited library schools; require continued professional education; Council not to have representatives from the divisions; divisions to be headed by directors with the authority to carry out policy established by division boards; all divisions be disbanded and three new ones formed—Public Services, Technical Services, and Administrative Services; the trustees to become an affiliate of ALA; all round tables to be abolished; move headquarters to Washington, D.C.

At least the Junior members gave the group some specifics to shoot at and did not devote their time to setting up sibylline harangues. To answer them would have been dangerous, however, as it would have only revealed the shallowness of thought coming from those occupied at Midwinter. After all, they hadn't given much thought to new directions prior to their arrival in Chicago. Most of them had not taken time to read the interim report.

There is a feeling about the New Directions operation that is the most potentially explosive problem coming up at Detroit. It is a Batman-Captain Marvel syndrome that believes the New Directions Committee is going to unleash a blinding, flashing-shazammm report in Detroit. When the smoke and dust clears there will stand the new ALA, double-cam, wide track, able to shift with the speed of light, and equipped with seats that will fit all shapes of posterior.

At the request of William Eshelman, editor, Wilson Library Bulletin, the Executive Board began their deliberations at Midwinter over the proposition that any members of the "press" be privy to their actions. They decided that they would open their doors to any observers from the membership. It was not so stated, but it should be understood that the Executive Board does not meet or perform in a large auditorium and observer space may become crowded. However, the meetings at Midwinter were not crowded. The Board has retained the right to executive sessions which will exclude observers when they must discuss the names and evaluations of individuals and/or institutions. They met in executive session for about 3 hours Thursday evening. They discussed several cases before the Intellectual Freedom Committee and reviewed the formal complaint from Dorothy Turick, deputy executive director of the California Library Association, who alleged that she was summarily fired in January by the new executive director, Stefan B. Moses. The case was referred to the Library Administration Division for investigation and recommendation for action at the spring meeting of the Board.

Council Has Rules and a Sharp Parliamentarian After the Atlantic City parliamentary brouhaha, Council was a revelation. There was a special section up front for the voting members, followed by a second section for the nonvoting members, followed by a section for members of the Association and the upstairs balcony was for nonmembers registered at the Conference. The good guys wore white badges and the bad guys wore blue badges. There were a few that didn't want to be caught wearing blue badges and paid up last minute dues.

Rules required recognition from the chair, written motions in duplicate, limited debate, limited access to the floor providing everyone with a chance to be heard before someone was to be reheard, and Council could override their own rules by a two-thirds vote; and the agenda would be adhered to once approved. Best of all was the spry and knowledgable Mrs. Walter Vinzant as parliamentarian. She seems to have all of Robert's Rules of Order in her head and her sotto voce comments to the presiding officers turned them into pillars of strength and guidance. True, it made things a lot more predictable and did not do much to reduce the attendant silliness, but it moved things along.

Dix Reports on Keeping Store

In dry, affable tones, President William Dix reported on "what some of us who are supposed to be keeping the store have been up to . . ."

- —increased time for Council (up to four hours additional)
- —asked Constitution and Bylaws Committee for recommendations on ALA's petition procedures
- —the battle for status by librarians at California State Colleges considerably enhanced by Robert Downs and his investigating committee
- —authorized an assistant and clerical help to the Office for Intellectual Freedom
- —authorized a professional assistant and secretary to the Library Administration Office
 - —upgraded the Director of the Office For Intellectual Freedom
 - -appointed a director for the Office For Recruitment
- —renewed interest in the report of the Salary Goals Subcommittee of the Committee on Economic Status, Welfare, and Fringe Benefits
 - -established the Freedom to Read Foundation
- —cite the imaginative legislative work under ALTA President Mrs. Dorothy McAllister
 - -placement on the ALA ballot is to be by lot and no longer alphabetical

Nominating Reform Recommended



Katherine Laich
The View from the Kitchen

Katherine Laich, chairman, Nominating Committee, read her report into the record (see ALA Bulletin, Nov. '69, p. 1467). It was a welcome departure from the do-your-assignment-and-get-out attitude when the committee broke with the little-understood tradition that pitted like-library careerists into the presidential slot. Taking the Executive Board at their word, the committee took as its "first and overriding consideration" the selection of the "best nominees possible" by offering up an academic vs. a public librarian for presidency. In addition, they asked Council to run all at-large candidates in a single block rather than by background and/or regional grouping evident in the past. Council agreed, but it will take a change in the Constitution to do so. The Constitution and Bylaws Committee has been directed to begin the procedure at the Detroit conference.

Ed Castagna, chairman and veteran member of the Intellectual Freedom Committee, had softened the tone from his original draft of the report to Council, but the edge was still there.

We have been breaking new ground on the one hand while on the other we are being accused of dragging our feet. It is obvious that in a time of intense controversy such as we are in, which deeply involves ALA, smoothness of operation and forbearance of critics are not to be expected. We work in a heated and tense atmosphere which recalls President Truman's thoughts about staying out of the kitchen if you can't stand the heat. Whether we can stand the heat remains to be seen.

He went on to list the cases in various stages of investigation in the Office for Intellectual Freedom: Mrs. Joan Bodger, a report is expected by Detroit; Richard Rosichan, a report is to be filed at Midwinter and a summary report will be published in American Libraries before the Detroit conference; Mrs. Carrie Robinson, support in her suit filed jointly with the NEA to overcome

alleged discriminatory personnel procedures of the Alabama State Department of Education; Ellis Hodgin, his lawyer retained by the ACLU, says there is nothing that ALA can do at present to help in his suit resulting from his dismissal from the Martinsville Public Library.

He cited the incorporation of the Freedom to Read Foundation as another landmark in the defense of intellectual freedom. LeRoy Merritt, editor of the Newsletter On Intellectual Freedom, was honored as first contributor to the Foundation for turning over the \$500 awarded to him as recipient of the Robert Downs Intellectual Freedom Award. The Newsletter was being submitted to the Executive Board as an item prerequisite to membership. Currently it is by subscription only and receives little in the way of librarian support.

Loyalty Oath Issue Poorly Presented



Judith Krug and Edwin Castagna

It was not immediately obvious that the Intellectual Freedom Committee had not done their homework. As Castagna reached the concluding part of his report, he spoke of another case brought to their attention. Ann Bardsley had refused to sign a loyalty oath at the University of Florida and asked for support of her position. This led to an investigation of ALA policy statements producing one called "Resolution on Loyalty Programs" adopted by Council on July 21, 1950. The committee recommended that the sentence "We approve the affirmation of allegiance to our Government . . ." be changed so that the word "Government" become "Constitution." It was so moved:

WHEREAS, A Democracy must preserve freedom of thought and expression if it is to survive; and

WHEREAS, Loyalty investigations of library employees may create an atmosphere of suspicion and fear and tend to limit intellectual freedom by rendering it hazardous to hold or express other than popular or orthodox views; and

WHEREAS, Librarians have a special responsibility to provide information on all sides of controversial issues, but cannot do so if intellectual conformity becomes a factor affecting their employment or tenure; and

WHEREAS, The American Library Association has received evidence that loyalty tests may easily lead to the violation of the constitutional rights of library employees, and in some cases already have done so; therefore, be it

RESOLVED, That we, the Council of American Library Association, strongly protest loyalty programs which inquire into a library employee's thoughts, reading matter, association, or membership in organizations, unless a particular person's definite actions warrant such investigation. We approve the affirmation of allegiance to our (Government.)* We condemn loyalty oaths and investigations which permit the discharge of an individual without a fair hearing. We hold that in a fair hearing the accused is furnished a statement of the charges against him, is allowed to see the evidence against him, is given an opportunity to prepare and to present his defense and to question his accusers with the aid of legal counsel, is presumed innocent until proved guilty, and is given the opportunity, if adjudged guilty, of judicial review.

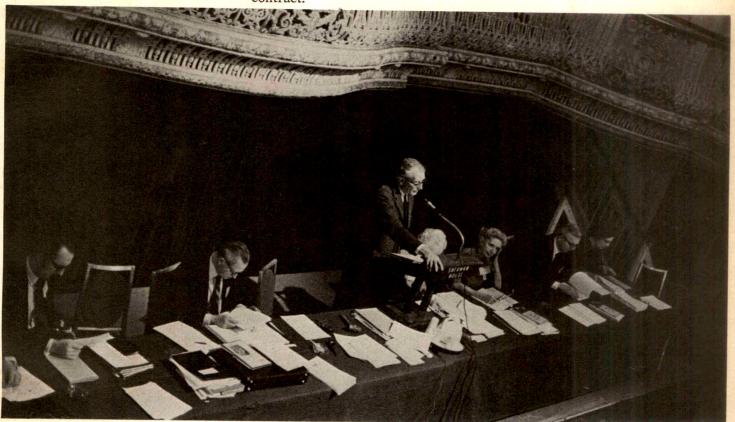
Erwin Gaines, at-large, offered a substitute motion cancelling the policy statement and placing ALA in opposition to all loyalty oaths. The chair ruled that the original motion be voted and then open debate on the Gaines substitute motion. The change in wording passed. The Gaines motion returned to the floor with loud and lengthy applause from the observers. The parade to the microphones began with some stating that the policy statement offered protection to the librarian and, yet, when challenged on this point, no one could identify the type of protection offered. Eli Oboler, nonmember of Council, cited the U.S. Constitution as a protector of loyalty oaths but admitted the possibility that ALA should be against them. John Forsman, non-Council member, asked for a roll-call vote, but Council turned down the suggestion with a standing vote. Thelma Knerr, Ohio, pleaded that the chapters be given

^{*}substitute Constitution.

a chance to study the problem in relation to their internal situation and instruct their Councilors on voting.

The discussion went on until it was suggested that the Gaines motion be split into two motions 1) to rescind the policy statement, and 2) to oppose all loyalty oath requirements as a condition of employment. This was accomplished amid some stirring speeches about getting-the-job-done-now. Other Councilors pleaded for time. They won as the two motions were set aside for the Wednesday meeting by a standing vote.

The first session of Council was over shortly after 1 p.m. They had gone over their scheduled time by an hour. Debate on the necessity for loyalty oaths continued through the hasty luncheons. Someone noted the irony that the American Federation of Teachers had just succeeded in eliminating the loyalty oath as a condition of employment in the Chicago schools. Someone added bitterly, "Yeah, and they eliminated the school library in the same contract."



William S. Dix presides over Council session. Keeping things moving with him are, left to right, Eric Moon, David Clift, parliamentarian, Katharine Laich, Edward Castagna, and Lillian Bradshaw.

School Librarians Send Wire to Daley

Local newspapers were full of the machinations of the Chicago Board of Education budgetary problems and one of their possible solutions set off the American Association of School Librarians. Over the signature of John Rowell, president, a wire was sent to the chairman of the Board of Education, the Superintendent of Schools, Governor Richard Ogilvie, and Mayor Richard J. Daley.

The Board of Directors of the American Association of School Librarians, at its annual Midwinter Meetings here in Chicago, respectfully take this opportunity to express its shock and dismay over the action of the Chicago Board of Education to eliminate school library personnel from its September-December, 1970 budget. While the Association is cognizant of the Board of Education's fiscal problems and the necessity for fiscal restraint, it is deplorable that your Board would consider eliminating that portion of its budget which is indispensible to a modern educational program, particularly in a city faced with serious problems in its instructional program. We believe the elimination of school library leadership would result in a staggering, irretrievable loss to the instructional program and the children of Chicago. Therefore, we strongly urge that your Board consider restoration of the school library personnel positions to the budget.

\$50,000 Pot at the End of the Rainbow

Council lurched into its Wednesday session with John Lorenz, at-large, presenting a resolution in behalf of the Social Responsibilities Round Table, asking that Council direct the Committee on Program Evaluation and Support (COPES, the budget preparation group) to set aside money in the 1970–71 budget due in Detroit to cover some of the priorities or action recommended by the New Directions committee. This clear call for a vote of faith in the grand tradition of put-your-money-where-your-mouth-is had been wisely presented to the Executive Board the day before so that they had an opportunity to discuss it and make a recommendation to Council. They endorsed the idea and recommended that a sum of \$50,000 go without allocation in the 1970–71 budget to meet the needs expressed by the resolution. It was unanimously adopted by Council. In outlining the Executive Board's position, treasurer Robert McClarren called upon all divisions to be sensitive to the potential recommendations of the New Direction's report to set their budget requests and priorities accordingly.

Hoyt Galvin, 2nd vice-president, presided at this session with a running commentary in his ear from the parliamentarian. Being a well-brought-up gentleman he bestowed a kiss to her forehead at the conclusion of the session.

Referral Is a Red Herring

Mr. Gaines returned to the floor with his two previous motions on loyalty oaths and a change of heart. He now recommended that they both be referred back to the Intellectual Freedom Committee for further study and recommendation. Council members had been at their writing desks in their hotel rooms. A flurry of prepared statements was led off by Marietta D. Shepard, Executive Board member, in a red, white, and blue cloud of rhetoric on the virtues of the U.S. Constitution that could not be questioned for its sincerity but could be faulted for its simplisms. James Welbourne, non-Council member, stated that if loyalty oaths were to be a condition of employment, they should be required of all employees and not just of those in selected occupations. The comments went on and began to fuse into a drone of voices when David Berninghausen, non-Council member, offered a fresh interpretation of loyalty: ". . . loyalty cannot be the result of coercion. A man's loyalty to his country, profession, or his wife cannot be assured by his taking an oath. Society would like this kind of assurance. But society can be assured of a man's loyalty to his country, his profession, and his marriage only by observing his behavior and judging his overt acts." He called for a stronger statement on loyalty programs and a statement deploring loyalty oaths as a condition of employment. The question of recommitment of the policy statement was discussed pro and con until Edwin Jackson, at-large, moved the previous question and the recommitment passed and was sent back to the Intellectual Freedom Committee where it had been in the first place. And as for the young lady in Florida, no further mention was made.

Dark Visions from the Legislation Committee



Hoyt R. Galvin and Archie McNeal

Archie McNeal reported on the tremendous load being carried by the legislation Committee and the Washington Office. Everyone seemed to know that the administration was going to succeed in its veto of appropriations. The big near-future concentration was going to fall on the extension of LSCA. But the future looked dim. McNeal predicted even lower federal support for 1971 with shifts in emphasis predicted from the current administration. Edmond Low, chairman of the subcommittee on copyright, then explained the status of the copyright bill and the attempts of the committee to add a sentence to the bill that would reduce the liability of librarians for the non-fair-use of copied library materials. It was an enviably simple sentence that could go a long way to making the new copyright bill acceptable to the library professional. It spoke volumes of the value of Mr. Low to the work of the group and to the profession. The parade of gifts from the chapters ran: New Jersey, \$500; Pennsylvania, \$500; California, \$900; Georgia, \$200; Ohio, \$300; Massachusetts, \$300; and Montana, \$100.



Seen from the speakers' table, Council, membership, watchers, and the "Grand Ballroom."

New Long Reading Ballot

Virginia Ross, California, moved the resolution from the Membership Meeting in Atlantic City that would require statements for all Council candidates and officers of the Association to accompany the ballots. The discussion was surprisingly nondescript. The statement was to be "short" and on "professional concerns." It was passed by the necessary two-thirds vote. Executive Board later decided that the ballot due next month should have the statements where at all possible. A letter dated January 26 went to all 1970 candidates for Council asking for a statement of not more than 150 words. The presidential candidates were allotted 300 words. The biographical information is to be dropped in what can only be construed as a singular act of ocular mercy.

Council approved the resolution to publish a complete report on the votes cast for candidates and tallies of roll-call votes.

Statement on Library Education

A time-consuming evaluation of a statement from the Membership Meeting in Atlantic City on library education was next. It was settled by an amendment which referred the entire statement to the attention of the Office for Library Education currently studying standards for accreditation. Most noteworthy here is that the amendment was proposed by Mrs. Sheppard, and Eric Moon rose and said that he agreed with her (!!!).

A statement on recruitment was referred to the New Directions committee with the endorsement of Council.

Headquarters Continues to Overflow

Willard O. Youngs, chairman of the Executive Board's Space Needs Committee reported that all of the space owned by ALA was being used to maximum capacity and the addition of personnel will require rental of additional space. Proposals are expected this spring from four Chicago developers on the possible development of a condominium building on ALA property. The basic premise being that the building could be built without additional investment by the Association other than the land. This could provide space within the the building based on existing need. Should additional space be needed, it could be taken in lease arrangements.

Friday's Council: Some Gloom, a Caucus, and a Roll Call



Evelyn Levy

Fiscal Gloom



Admittedly dour, Robert McClarren presented his treasurer's report.

Tax-Status Study

President Dix presided at the last session Friday morning amidst the cough and sniffling of afflicted delegates. He reported the appointment of the nominating Committee for the 1970–71 year. Chairman is Richard M. Dougherty with Raymond Fry, E. J. Josey, Edmond Low, and Donald Wright. All members are encouraged to submit recommendations for Council seats and the presidency to the chairman.

Helen Tuttle presented the Committee on Organizations (COO) report which in turn enacted the changes recommended: 1) increase membership of the Committee on Accreditation from seven to ten; 2) assigned dues recommendations and consideration to the Committee on Program Evaluation and Support (COPES) relieving Membership Committee of that charge; 3) enlarged Membership Committee to include a representative from each round table; 4) created a joint committee of the American School Counselor Association with AASL; 5) created a 15-member Advisory Committee to the Office for Recruitment; 6) recommended the office of 2nd vice-president be abolished (this must now go through the Constitution and Bylaws Committee as a Constitutional change requiring membership ratification).

A progress report on the self-evaluation project being conducted by ALA units under the direction of COO was presented with the wry comment that the final report will come to Council at Detroit along with the New Directions report. Miss Tuttle observed, "After working through the available reports and partial reports at its December meeting, COO believes strongly that ALA units must be more sensitive to the needs of the library clientele. The units seem too introspective in their concerns. They need to develop a greater responsiveness to current issues and to reflect those issues in their activities."

Admittedly dour, Robert McClarren presented his Treasurer's report. "I anticipate the general fiscal prospects for the Association in the immediate future as grim." He had been consistently backing his contention by casting a primarily symbolic dissenting vote against any action of the Executive Board that required the allocation of funds. "We shall not know the effect of the increase in membership dues, which were effective January 1, 1970, until April 1, the date on which unpaid members are removed from the rolls." He indicated that he felt there was a boycott being staged by the Organization Members. However, in Executive Board discussions with LeRoy Gaertner, comptroller, he said that for some it was a question of budget allocation. Some institutions had based their budget on the older dues scale and were unable to meet the new requirement.

McClarren continued, "I urge librarians and libraries who have not paid their dues or who have not intended to pay their dues to consider or reconsider, as appropriate, this nonpayment of dues. Dues are the principal support for programs, and if the income from dues does not increase over last year's there will be no new money for the initiation or development of the programs indicated by the recommendations of the Activities Committee on New Directions for ALA."

He warned that two major sources for additional support to programs, interest from endowments and money from publishing funds, are in the process of being reduced by inflation or may be cut off entirely in the latter case. "In the absence of new money," he said, "money for the activities to give new directions to ALA can only come from taking money from existing programs." He pointed out that the staffing at headquarters had become most serious with salary schedules approximately 20 percent below comparable Chicago area scales.

McClarren promised to produce a study that would explain what the taxexempt status of the Association means and what the loss of that status could mean in terms of dollars available for Association activities.

Mrs. Allie Beth Martin, chairman of the Membership Committee, recommended a change in the prerequisite for personal members paying dues of \$100 or more. They would be allowed any divisional membership request-

ed. This privilege has always gone to Special Members who have been paying over \$100 annually. The Constitution and Bylaws Committee will begin the procedure for constitutional change and subsequent membership ratification.

Levy and Heron Elected to Executive Board

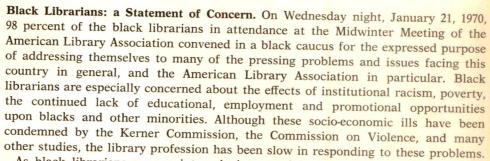
For 1970-74, 147 ballots were cast for the nominees to Executive Board: Kenneth Duchac, 59, to 86 for Evelyn Levy; Ervin Gaines, 61, to 86 for David W. Heron. They will take office upon adjournment of the 1970 Annual Conference in Detroit. Eric Moon chaired the Nominating Committee of William S. Buddington and Jane Manthorne. They have been assigned the additional task of supplying a list of nominees to the seats that will become available on the Budget Assembly in Detroit.

Environmental Teach-In

President Dix read into the record the statement by Senator Gaylord Nelson inviting libraries and librarians to offer their services to those participating in the National Teach-In on Environment, April 22, 1970, which appeared in the February issue of American Libraries. Council endorsed library participation unanimously. Libraries are asked to declare their intention to assist and report any program plans they have formulated to the national head-quarters acting as a clearinghouse for information. The address is The Environmental Teach-In Inc., Room 200 P Street, N.W., Washington, D. C. 20036. (As we go to press the official title for April 22 has been designated as "Earth Day." Ed.)

Black Caucus and a Red Herring

Mrs. Virginia Lacy Jones, at-large, asked to have new business entered from a group calling themselves the Black Librarians' Caucus. There was no objection from Council and she yielded the floor to Effie Lee Morris for a background statement:



As black librarians we are intensely interested in the development of our professional association and our profession; therefore, a committee of the Black Librarians' Caucus has been charged with the responsibility of preparing a program of action. The Black Caucus will continue to meet at American Library Association conferences for the purpose of evaluating progress being made by the Association in fulfilling its social and professional responsibilities to minority groups in this profession and in the nation.—(Signed) Thomas Alford, Willis Bolton, Emily Copeland, Mrs. Audrey N. Jackson, Mrs. Virginia Lacy Jones, Effie Lee Morris, Mrs. Carrie Robinson, Mrs. Edith Prunty Spencer, Mrs. Binnie Tate, James Welbourne, and E. J. Josey, chairman.

Mrs. Jones then read the resolution developed by the Black Caucus on library service to educational institutions established to circumvent desegregation laws.

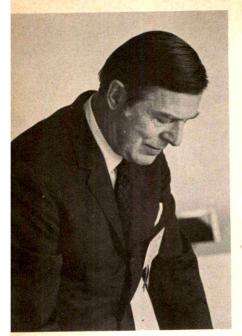
Whereas the United States Supreme Court of this land has called for the desegregation of public schools by February 1, 1970, and

Whereas public, academic, and school libraries in areas where desegregation has been ordered are in some cases lending and in other cases planning to lend materials to racist institutions conceived for the purpose of circumventing the law of the land, and

Whereas such school administrators and many civil leaders in such areas have in fact asked for active support from libraries because funding for their schools and institutions is inadequate to provide for libraries and textbooks, and



Effie Lee Morris



Marion A. Milczewski



Carrie Robinson

Whereas the American Library Association is cognizant of the social responsibilities of libraries serving the people of the United States and is on record as being opposed to racism in any and all of its forms, therefore, be it

Resolved, That the libraries and/or librarians who do in fact through either services or materials support any such racist institutions be censured by the American Library Association.

Marion Milczewski, Executive Board, presented a motion developed in discussion by that group which would refer the resolution to the Intellectual Freedom Committee with instructions to establish the facts and recommend appropriate action including censure by suspension under Article III of the ALA Constitution, through publication of its findings and by any other means open to the Association. He said that the Board had considered the resolution in relation to the Library Bill of Rights and the Association's social responsibility and felt that a mere calling for censure was not sufficient. Because of the machinery already in existence in the Office for Intellectual Freedom, the Board recommends it as the fastest way to bring implementation to the spirit of the resolution. He concluded by asking Council to pass the resolution and accept the motion for implementation.

He could have saved his breath. The old tired red herring "refer" crossed the path early in his statement. Members of the Black Caucus and others turned down the volume in their inner ear and began to compose their attack.

Binnie Tate was first at the microphone, shocked at the attempt to thwart passage of the resolution. Milczewski denied this. E. J. Josey then took the floor.

This is one more god-damned delaying tactic by the American Library Association. I have been a member of this Association for seventeen years and you are still dragging your feet. Why can't Council pass the original resolution and then pass it along to the Intellectual Freedom Committee to be implemented? I strongly urge the defeat of Mr. Milczewski's motion. The ALA must live up to its responsibility to black librarians and minorities in this country.

That was the basis for the debate. The age-old procedure of Council and Executive Board to refer items of concern to committees for study and recommendation had been ordered up against the wall. Too often in the past it had been used as a device for delay or compromise. In this instance, based on this observer's listening to the discussions of the Executive Board and to the resolution as presented by Mr. Milczewski, it was not an attempt to weaken or deflect the motion. However, it was wrapped up in the same old suspect package of referral to a committee. It is hoped that Council and the Executive Board will recognize this as one of the communication gaps that exists between themselves and the membership. Straightforward debate of issues as presented, and their acceptance or rejection, are going to have to have priority on the floor of Council. And those presenting their resolutions to the floor are going to have to be much more careful about the wording and implications of their resolutions if they hope to have them accepted by a debating-society-Council.

When it became clear that the Milczewski motion was a stumbling block to action he withdrew the motion.

Hugh Atkinson, at-large requested a roll-call vote. Guy Marco, Music Library Association, said that guilt in these cases could only be determined by court action, and he wondered if the Association was going on record as denying library service in the future to all those who have broken the law.

Moral Issue at Stake

Spencer Shaw, nonvoting member, provided the assembly with a clear picture of the morality of the stand being sought.

No citizen in this country, no parent in that district, no school administrator in the districts so concerned have been told they cannot send their children to established schools under the Supreme Court's new ruling. They are taking their children out of these schools of their own free will in violation of the law. They



Virginia Lacy Jones

are setting up schools which are contrary to the law. They are imposing upon their children their own negative attitudes, prejudices, and discriminatory practices. Therefore, if they wish, in any way, to hurt their children, denying them access to materials which are already in established, legally organized schools, then that is what they will have to suffer. And because of that the ALA cannot in any way support these illegal acts of parents and administrators who are themselves exploiting children, black and white, to advance their own prejudicial causes.

Mrs. Carrie Robinson, at-large, reminded the Council that in most of the areas where such practices are being instituted, even the existing schools can not supply adequate library services. She added,

And these people, whoever they are, pull children out of the public schools and in many instances house them in delapidated and condemned structures without adequate facilities for aid to education. The ALA certainly cannot afford to go on record in support of that kind of service.

Charles Reid, at-large, suddenly reintroduced the Milczewski motion in a slightly different form and it was roundly denounced by Hugh Atkinson and Evelyn Levy. The amendment was defeated. Discussion was continued but it was for the most part aimed in support of the resolution. William Roehrenbeck, New Jersey, moved the question and the Council was ready for its roll-call vote.

The Yeas Have It

There were two negative votes from Richard S. Angell, American Society for Information Science, and Guy Marco, Music Library Association. There were six members that had signed the attendance record but did not respond to the roll-call: Lee Ash, Theatre Library Association; John G. Lorenz, at-large; Theodore N. McMullan, Louisiana Library Association; Mrs. Lois R. Markey, New Hampshire Library Association; Giles F. Sheppard, New York Library Association; Donald E. Thompson, at-large. The yea votes were recorded as follows:

Mrs. Elizabeth Abolin, Maryland L.A.; John Anderson, at large; Hugh Atkinson, at large; Mary Barter, Vermont; R. Paul Bartolini, at large; June Bayless, PLA president; Helen Bennett, Delaware; Cora Bomar, LED president; Lillian Bradshaw, ALA president-elect; Robert Bruce, Idaho; William Budington, at large; James Burghardt, Oregon; Genevieve Casey, at large; Edwin Castagna, past president; Virginia Chase, at large; Julius Chitwood, LAD president; Rheta Clark, at large; Sister Mary C. Carlen, Catholic L.A.; Jean Cochran, Georgia; C. Donald Cook, at large; Betty Coughlin, Iowa; Carolyn Crawford, at large; Marie Davis, Pennsylvania; William S. Dix, ALA president; Richard Dougherty, at large; Kenneth Duchac, at large; Johnathan Eaton, North Dakota; Elizabeth Edwards, Illinois; John Fall, at large; Elizabeth Fast, at large; Donnell Gaertner, Missouri; Ervin Gaines, at large; Hoyt Galvin, ALA 2nd vice-president; Thomas Galvin, at large; Mary Gaver, past president; William Geller, at large; Margaret Goggin, RSD president; John Glinka, Kansas; Mary Ann Hanna, YASD president; Frances Hatfield, at large; David Heron, at large; Alice Hild, at large; Sister Nora Hillery, Puerto Rico; Jeannette Hitchcock, at large; Sam Hitt, Medical L.A.; James F. Holly, at large; Andrew Horn, at large; Ann Hornek, Texas; Marie Hurley, Connecticut; Edwin Jackson, at large; Carl Jackson, RTSD president; Isabella Jinnette, CSD president; Robert Johnson, at large; H. G. Johnson, Michigan; Sarah Jones, at large; Virginia Jones, at large; Mary Kahler, D.C.; Frances Kennedy, Oklahoma; Margaret Kinney, at large; Agatha Klein, Minnesota; Thelma Knerr, Ohio; Evelyn Levy, at large; Joseph Lippincott, Jr., at large; Helen Lockhart, Tennessee; Jean Lowrie, at large; Helen Lyman, ASD president; Dorothy McAllister, ALTA president; Robert McClarren, ALA treasurer; Janne McClure, at large; Roger McDonough, past president; Jane McGregor, at large; Philip McNiff, ACRL president; Newman Mallon, Ontario; Barbara Mauseth, Nevada; Marion Milczewski, at large; Margaret Monroe, at large; Eric Moon, at large; Effie Lee Morris, at large; Florrinell Morton, past president; Richard Moses, at large; Orin Moyer, at large; Margaret Mull, at large; William Murphy, Law Libraries; William Myers, West Virginia; Mrs. Karl Neal, Arkansas; Mildred Nickel, at large; Katherine O'Brien, at large; Philip Ogilvie, at large; Stanley Oliner,

Wyoming; M. Jean Paige, AHIL president; Chapman Parsons, at large; Anne Pellowski, at large; William Peters, at large; Mary Phillips, at large; David Reich, at large; Charles Reid, at large; Margaret Reid, Colorado; Helen Renthal, Arizona; Carrie Robinson, at large; Ruth Ann Robinson, at large; William Roehrenback, New Jersey; Dorothy Rosen, at large; Virginia Ross, California; John Rowell, AASL president; Margaret Rufsvold, at large; Theodore Ryberg, at large; Frank Sessa, at large; Robert Severance, at large; Bella Shachtman, Executive Board; Marietta Sheppard, Executive Board; Sara Siebert, at large; Marion Simmons, at large; Clare Smith, Montana; Mildred Smock, at large; C. Sumner Spalding, at large; Robert Stevens, at large; Robert Talmadge, Executive Board; Charles Taylor, Rhode Island; Nettie Taylor, ASL president; Marguerite Thompson, South Carolina; Gertrude Thurow, Wisconsin; June Thurston, Washington; James Tolman, Utah; Ralph Van Handel, Indiana; Ruth Viquers, at large; Melvin Voigt, at large; James Wallace, at large; Raymond Williams, Virginia; Donald Wright, at large; Helen Yast, at large; Wayne Yenawine, Kentucky; Helen Young, at large; Roberta Young, Willard Youngs, Executive Board.

Richard Angell asked that it be understood that he was voting against the procedural steps involved in bringing the resolution to the vote and not against the intent of the resolution.

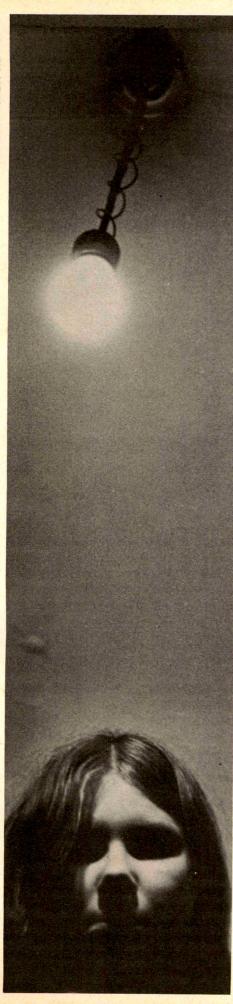
Marion Milczewski then reintroduced his resolution that would "refer the resolution on library service to institutions established to circumvent desegregation laws to the Intellectual Freedom Committee, with instructions to establish the facts and to recommend appropriate action including censure by suspension under Article III of the ALA Constitution and to take action through publication of reports of its findings and by other means open to the Association."

Eli Oboler, member of the Intellectual Freedom Committee, was the first to speak to the motion. He reminded Council that the Intellectual Freedom Committee is not in a position to act, it can only recommend action to the Executive Board. Robert Haro's statement was read to Council by Fay Blake wherein he called for the establishment of a separate group composed of black, Spanish-speaking, American-Indian, and Asian-American librarians, to conduct the implementation of the resolution (no motion was made). Everett Moore, nonvoting member, spoke to the point made earlier by Mrs. Kenny that nonmembers in state associations would probably not react to censure by ALA. He suggested that it is an excellent opportunity for ALA to ally itself to those individuals and groups who are in a position to make their influence felt, i.e., education associations, American Civil Liberties Union.

He sagely noted that the motion opens the door to a broader application of the concept of intellectual freedom. Effic Lee Morris, at-large, added an amendment to the Milczewski motion "that the ALA staff be directed to give the widest possible immediate publicity to the passage of this resolution." There was no discussion and it was carried unanimously. John Anderson moved the previous question and Council ended debate on the resolution. It also passed unanimously.

Rosa Keller, trustee from New Orleans, had been patiently waiting to be heard. She suggested that a message be sent to the governors of each state to convey the feeling of the group. Her suggestion was warmly received. And President Dix assured the Council such would be the case.

Eric Moon, at-large, speaking in behalf of several people in attendance, presented a resolution of commendation to the NEA for its action in behalf of Mrs. Carrie C. Robinson. He commented that he was aware that the Intellectual Freedom Committee was familiar with the case and that requests had been received by the Executive Board for the filing of an **amicus curiae** brief, but that until the case reached the appellate level no such brief could be filed. He recommended approval. President Dix explained that the material on the case supplied by the NEA had only just arrived and that the Intellectual Freedom Committee was in the process of reviewing the material. Ed Castagna spoke in support of the motion and stated that "having seen some of the material, there is evidence of gross discrimination over many years. I hope that this is only the first action that we can take on the behalf of a fellow



member." John Rowell, president of the American Association of School Librarians, spoke for the motion. The motion passed unanimously.

Council then was asked if it wished to allow a statement on the events of a meeting of the Illinois chapter of the Social Responsibilities Round Table and it accepted. For an account of this affair we have an eyewitness report from Edward N. Howard, director of the Vigo County Library, Terre Haute, Indiana.

BUSTED BY THE PALACE GUARDS A Guerrilla Theatre in Four Scenes

Performed in the Chicago Public Library (Thursday, January 22, 1970)

CAST:

Social Responsibilities Round Table, Illinois Chapter (Gordon McShean, chairman; and assorted members).

American Library Association visitors (John Berry, editor, Library Journal; Dick Moses; Don Roberts; Ellis Hodgins; Jacqueline Eubanks; Ed Howard, editor, Focus on Indiana Libraries; and assorted others).

Yippie guerrilla theatre troop (Mike Abrahams, 19, part-time employee, University of Chicago Library; Joe Rauch, 17, occupation unknown; Holly, age, last name, and occupation unknown).

Chicago Public Library guard(s).

Dr. Alex Ladenson, acting director, Chicago Public Library.

Russ Marabito, reporter, Chicago Today.

Photographer, unknown.

PROLOGUE: Sherman House. Illinois Chapter of SRRT announced meeting to be held during ALA Midwinter Conference, 3:00 p.m., January 22, in auditorium of Chicago Public Library. Mysterious flyer circulated prior to SRRT meeting: "Y.I.P. Form #71–70, FEB 70. Come To The SPIRO AGNEW MEMORIAL CENSORSHIP PARTY, 3 to 6 PM THURSDAY. CHICAGO PUBLIC LIBRARY MEETING, Chicago Public Library Auditorium, Randolph & Michigan Avenues, in Good Old Pig City. FREE! books, newspapers, people, money, you, posters, candy, liberation, buttons, balloons, magazines, propaganda, everybody. Sponsored by yippie! SRRT issues official statement to ALA Council denying plans for a "Spiro Agnew Memorial Censorship Party" and disclaiming authorship of the "yippie!" flyer.

SCENE I: Auditorium, Chicago Public Library.

About 30-40 SRRTers and ALAers are seated randomly about the small, ancient, uncomfortable auditorium. Movies get underway shortly after 3 p.m., a documentary by Civil Liberties Union of the events surrounding the Democratic National Convention. Movie ends. Gordon McShean ascends platform, suggests those present gather down front to rap about whatever one is moved to rap on.

McShean: "We have some picketers in the back of the room." Two Yippie males are seen to be huddling in rear corner. They are dressed in black flowing robes. Signs hung from cord around necks read SECRET SERVICE and SPIRO AGNEW.

McShean: "They are not part of our group." Meanwhile, Yippie Girl, dressed in Spanish revolutionary garb and carrying a toy machine gun, has been attempting to hand out paperback books.

Yippie Girl: "This book is under-the-counter stuff. Tells it like it is, the real truth." Typical Librarian, rejecting book: "No thanks. I'll get my own" (according to Yippie Girl's statement made later).

SCENE II: Same. The two Yippie Males do their thing. Timing now off, with bad vibes due to McShean's premature raising of the figurative curtain. Shouting. Pushing. Running. Stomping.

Yippie Male, grabbing paperback from a startled John Berry on the back row: "Pigs! This book is obscene! It has four-letter words!" Rips book apart and hurls pieces into air.

Yippie Males work way to front of room. Guard appears, firmly drops figurative curtain on the performance, takes Yippie Males out.

SCENE III: Same. Audience becomes the actors.

(Unknown): "The pigs are taking them to jail."

(Unknown): "Are you people just going to sit there and let them do that?"



The tolerance of the Council had been exhausted.

(Unknown): "Were they invited? Did they have a right to be here?" etc., etc., etc. Some sit quietly. "It's part of the program." Some stand noisily. "The pigs are taking them to jail." Some are emotional. "Go after them. Are you just going to sit there?" Some are rationalizing. "Were they invited?" "This room is open to the public." Someone is informed. "They are in the librarian's office."

SCENE IV: Same. The Yippie trio returns, having been sprung by a detachment of SRRTers and others. Dr. Ladenson enters, and remains to observe until audience-turned-actors tire of the drama and fade away. (A reliable source informed this playwright that Ladenson ordered McShean not to allow the Yippies to speak. However, anyone speaks in a meeting of the people, particularly in a public place belonging to the people such as the Auditorium of the Public Library.)

Yippie Girl: "Guerrilla theatre is part of life and life is part of the play. Who took

SRRTer: "I have it. I took it because 1) I do not believe in private property, and 2) I do not believe in war toys."

Yippie Male: "You people reacted in various ways: rationally, logically, intuitively, emotionally. Our goal is to change attitudes, make people more aware."

SRRTer: "This had a happy ending. A catharsis."

Meanwhile accusations, questions, cross-accusations, defenses keep sprouting up. Audience-turned-actors trying to rewrite the script, many not liking the roles they have played, most not sure what really happened. Much discussion of "rules" and "rights," role of the chairman, "Did they have a **right** to be here?"

Yippie Male: "Everybody here was in the play. Guerrilla theatre requires complete surprise. Must not separate it from life. We do not write script for a future life."

Yippie Girl: "We do guerrilla theatre in supermarkets, banks, schools. You people reacted. In a supermarket I can disrobe in front of the people and they do nothing."

Yippie Male: "In a personal confrontation, say when we touch someone, many will freak out."

McShean: "Do I have to expect to be threatened by right wingers and left wingers all my life?"

Yippie Male: "Our purpose in doing guerrilla theatre is to change attitudes, to make people more aware. But the process of change is slow. You can do it by reading books, rapping, and taking LSD."

Yippie Girl: "We chose to do this here rather than at the Sherman House because we thought this group would be more receptive."

Yippie Male: "If we get heat, get leaned on, then usually we turn off before getting busted. But if we consider it important enough, we go ahead."

Yippie Male, in response to a question about libraries: "Libraries need to become forums for life."

Yippie Girl: "You people finished our play."

EPILOGUE: Sherman House. Friday, 12:30 p.m., ALA Council meeting. Judy Lerner, SRRTer, requests permission to address Council and report certain happenings at meeting of Illinois Chapter of SRRT in Chicago Public Library. Council votes to suspend rules and add to agenda: 77 aye, 13 nay.

Lerner reported that Illinois SRRT met yesterday in auditorium of Chicago Public Library, a "public meeting room that by law is open to all citizens." Those present at the meeting "witnessed oppression by the Chicago police when a guerrilla theatre troop that had come to demonstrate the absurdities of censorship was forcibly removed." Lerner went on to assert that this "abridges the right of free speech and the right of a group to determine what takes place at its own meeting." She urged Council to move the 1972 annual conference from Chicago and to hold no more meetings in Chicago so long as it remains the symbol of repression.

Ladenson, who was granted equal time, said in rebuttal that the Chicago police had nothing to do with the incident, that he gave permission to the Illinois SRRT to use the auditorium, but permission was not given to have nonmembers presen, and that there has not been, nor will there be, any legal action.

Robert McClarren, ALA Treasurer, inquired about the relationship of Illinois SRRT to ALA. Ruthanne Boyer, who indicated that she handled public relations for the Illinois Chapter, said that the only official act required was to send in \$1.00 so the Chapter would receive the SRRT, ALA, newsletter.

McClarren, obviously not satisfied, asked, "What does SRRT hold to be the official relationship?"

The question was answered by Bill de John, chairman of SRRT, ALA, who ex-

plained that "the Illinois SRRT is an affiliate member, one of twenty about the country."

Paul Bartolini, Council member, moved to close discussion, but President Dir ruled to permit persons at the microphones to speak since the item had beer added to the agenda.

Ron Deberley stated that he had been present at Illinois SRRT meeting and that "the people in the guerrilla theatre were not asked to keep quiet bu were removed." Judy Lerner added that the issue was "that members of the Illinois SRRT wanted the guerrilla theatre group to stay so we could hear from them."

At this point, the tolerance of the Council had been exhausted. Motion to close discussion quickly passed, followed closely by motion to adjourn.—Edward N Howard.

Additional Nomination To Council Seats

At the close of the Friday Council session a petition with nearly two hundred signatures was put in the hands of Ruth Warncke, deputy executive director of ALA, placing ten additional nominees on the ballot in opposition to selected candidates previously submitted by the Nominating Committee. They are as follows: Gordon McShean against Joanne Harrar and David Hoffman; Donald L. Davisson against Edward G. Holley and James G. Igoe; Sidney Jackson against John P. McDonald and Stanley McElderry; Eric Moon against Jean Barry Molz and William C. Roselle; Richard Dean Galloway against Miss Page Ackerman and Roy L. Kidman; Oliver Kirkpatrick against Thomas E. Alford and Mary Mace Spradling; Leo E. Fichtelberg against Lou Ann Boone and Lelia B. Saunders; Bruce D. Bajema against Robert F. Delzell and James P. Dyke; Junius Morris against Miss Jonnie E. Givens and Warren J. Haas; Nina Sydney Ladof against Glenn F. Miller and Richard W. Parsons. These names will appear on the ballot in groups of three. All remaining nominees will appear in groups of two. The position within the group will be determined by lot.

Rush to Life Membership



Arthur Yabroff

"Two years ago through the month of December we had taken in \$6359," commented Leroy Gaertner, ALA's Comptroller to the Budget Assembly, as he spoke of the end of the Life Membership category in the dues structure. "Last year, we took in \$6582. And this year through December 31, \$103,535. Thus, 207 dues paying members have decided that putting \$500 into ALA's endowment fund, from which we will get \$25-30 a year, is their life commitment to ALA." The Budget Assembly, meeting for their initial orientation to fiscal control in ALA, were led through the budget statement from the past year and were faced with the prospect of a tight-fisted future. Members of the assembly (elected from Council to advise the Committee on Program and Evaluation) were interested in the effects of the dues raise. Leroy Gaertner made some comparative statements about the amounts that have come to headquarters in the past years and how it compares to the present flow. It seemed to indicate that there were fewer members paying what more paid last year. The effect may be no increase in income. At least, this was the point that Eric Moon attempted to draw from Mr. Gaertner's remarks. But Gaertner would have none of it. He said it will be impossible to determine the total effect of the dues increase until the 1969 unpaid members are dropped from the rolls in March.

Arthur Yabroff, chairman of COPES and member of the Publishing Board, told the Assembly some sobering facts about the effects of Publishing Services on the upcoming 1970–71 budget.

In the past eight years there has been a gradual shift of some of the costs for our general program to Publishing funds from several funds. These shifts are called allocations in the reports. In 1962 only one small allocation to support part of the **ALA Bulletin** deficit was made from publishing funds. These allocations grew steadily until in 1965, 1966, and 1967 the allocations had reached a little over \$100,000 each year. In 1968 general funds [income from dues and endowment. Ed.] had some major troubles and the allocations jumped upward, reaching \$239,000 in 1969, and higher in the current year. It is quite clear from the records that Publishing could

carry the load at the \$100,000 level, but not at the much higher levels we are now expecting of it.

Cut the Number of Periodicals

Yabroff went on to point out that the goal of ALA publishing is not to bring in money but to satisfy the intellectual and professional needs of its members and the profession. He cautioned that the \$60,000 being used to support some divisional periodicals was in jeopardy. "If six divisions can publish journals, there seems to be no reason why the other eight cannot follow suit, except for one thing: ALA simply cannot afford it. Nor, it seems, can we continue to afford those we already have. We may have reached the point where periodical publishing by divisions must be dropped and supplanted with two or three periodicals organized along functional lines." He suggested that one technical processing and one reader services periodical might cover most of the field. He left the Budget Assembly with the possibility that COPES may have to present them with some drastic recommendations in Detroit and that they had best be prepared for the shock.

Letter to Finch and the Governors

On January 28 letters were sent to the governors of the 50 states and a special covering letter was sent to Robert Finch, secretary of Health, Education, and Welfare, informing him of the mailing and its content. We called E. J. Josey, chairman of the Black Librarians' Caucus, and asked for his reaction. He replied, "I commend Dr. Dix for moving with dispatch in conveying to the governors of the states the action of the ALA Council at Midwinter in adopting the resolution presented by the Black Caucus . . . resolved that the libraries and all librarians who do in fact through either services or materials support any such racists institutions be censured by ALA."

The body of the letter read:

The Council of the American Library Association, an educational association of approximately 40,000 members, has instructed me to transmit to the Governors of the fifty States the attached resolution on library service to educational institutions established to circumvent desegregation laws. The resolution was adopted by a substantial majority vote of the Council, which is the governing body of the Association. The resolution itself was introduced in Council upon recommendation of a Black Caucus which purported to represent 98 percent of the Blacks attending the American Library Association Midwinter Meeting in Chicago, January 23.

The resolution has been referred to the American Library Association Intellectual Freedom Committee for study of implementing procedures.

This resolution is addressed only to those institutions which are organized to circumvent the Law. The Association staff was directed to give the widest possible immediate publicity to the passage of this resolution.

We respectfully bring this crucial matter to your attention.—(Signed) William S. Dix, president.

Annual Salary Survey

President Dix had heard of a plan for an annual salary survey floating around in the Salary Goals Subcommittee of the Committee on Economic Status, Welfare and Fringe Benefits. He invited Jack King, chairman, to tell the Executive Board what they were planning. What they heard was a definite proposal for a sampling of the professional population, a method of bypassing the mad variety of professional titles to arrive at the level of professional responsibility, the use of a contract researcher for collection of data, and an analysis of the data to produce national and regional comparatives. That alone should be a giant step forward. In addition the Committee feels that study of the data should provide a projected average compensation for each professional category for the coming year and, of course, a projected minimum. The price tag is around \$40,000. The Library Administration Division is planning to include it in their budget request for 1970–71. Will there be enough money?

Credos and Critics: Intellectual Freedom

The following report was written by J. Gordon Burke:

Intellectual freedom was a topic of major concern and discussion at the annual Midwinter conference. Prevalent during the Atlantic City Conference,



Taking the Loyalty Oath

the concern was intensified by the Activities Committee on New Directions for ALA, which identified the defense of intellectual freedom as one of the major priorities of the American Library Association. The open hearings or the Interim Report of the Activities Committee on New Directions for ALA revealed that a large number of members present felt defense of intellectual freedom to be the most important priority of the Association. There was, however, disagreement about the scope of the definition of intellectual freedom, both as contained in the report of the Activities Committee on New Directions for ALA and as promulgated by the Intellectual Freedom Committee and the Office for Intellectual Freedom. It is for this reason that the Intellectual Freedom Committee is preparing a position paper for the Activities Committee on New Directions for ALA which is to present a more comprehensive view of intellectual freedom than the one expressed in the interim report. A narrow definition of intellectual freedom was also the reason that the newly incorporated Freedom to Read Foundation came under extensive criticism.

The Freedom to Read Foundation was established by the Executive Board of the American Library Association as a vehicle to compliment and carry out recommendations of the Intellectual Freedom Committee resulting from investigations under the Program of Action in Support of the Library Bill of Rights. This procedure was adopted by Council in Atlantic City on June 27, 1969. The Freedom to Read Foundation is a nonprofit corporation established specifically to defend the principles of free speech and press and to support librarians and libraries who suffer legal injustices because of their support of these principles. By creating a legal entity apart from the American Library Association to engage in this type of activity, it is hoped that ALA can undertake activities without endangering the total program of the association.

Critics of the Freedom to Read Foundation expressed two primary concerns. First, it was maintained that the Freedom to Read Foundation's priorities were not in order. The first priority of the Foundation, critics claimed, should be the support of librarians who suffer injustices resulting from the defense of intellectual freedom. Aid to the individual should be broadened to include direct financial aid and assistance of any other kind required to meet the exigencies of the situation. The second charge by critics of the Foundation was that members had not been consulted before this Foundation had been incorporated, and if they had been, membership would not have allowed eight (exofficio) members to serve on the Board of Trustees by virtue of their position in ALA. It was felt by critics that the makeup of the Board would not allow the Foundation to be responsive to librarians who were in immediate need of assistance. The members of the Board of Trustees agreed that the financial condition of the Foundation and the present lack of policy guidelines prevented the Foundation from presently assisting a librarian who might be in need of aid. In the course of discussion at the first meeting of the Freedom to Read Foundation, however, the members of the Board of Trustees placed the Coordinator of the Social Responsibilities Round Table (SRRT) on the Board as an exofficio member and added an additional "elected" official, thus raising the Board members to seventeen. At the second meeting, the order of priorities was readjusted. In readjusting this order, personal assistance to librarians in need became the first priority of the Freedom to Read Foundation.

The Intellectual Freedom Committee considered a large agenda. The Bardsley case occurred at the University of Florida and involved a librarian who refused to sign a loyalty oath that was a condition of her employment. The Intellectual Freedom Committee reconsidered the ALA policy on Loyalty Programs adopted by Council July 21, 1950 and recommended to Council that the word "constitution" be substituted for "government" in sentence two, paragraph five of the 1950 resolution. The Intellectual Freedom Committee also felt that no action was possible at this time on the Bardsley complaint. When the Intellectual Freedom Committee's recommendation reached Council, the fundamental issue was immediately discerned and resulted in prolonged debate. A motion to go on record against the loyalty oath as a condition of employment and to rescind

Employment Network Can Help

the 1950 ALA policy was introduced in Council and ultimately referred again to the Intellectual Freedom Committee for its recommendation. The issues could have been resolved at this session of Council had the Intellectual Freedom Committee presented recommendations on the implications of the Bardsley case as it is now instructed to do in Detroit.

The Intellectual Freedom Committee, in the conduct of its regular business, took the following action: approved a proposal for a series of workshops, prepared by committee member David Cohen, for the J. Morris Jones-World Book Encyclopedia-ALA Goals Award; approved a draft of "The First Freedom: A Statement for Free Men"; sent a statement to the Committee on Accreditation concerning the role of intellectual freedom in library school accreditation; approved a program for the Detroit Conference around a theme similar to the program in Atlantic City, i.e., "The Battleground Revisited"; referred to the Executive Board a statement on book selection procedures currently in practice at USIS libraries; decided that institutional denial of access to research material falls under the Program of Action in Support of the Library Bill of Rights; worked out the procedures for the investigation of complaints filed under the Program of Action in Support of the Library Bill of Rights and received a preliminary report on the beginnings of an emergency employment network.

The emergency employment network promises to become one of the most effective tools that has been devised to assist librarians when their employment has been terminated as a result of a defense of principles of intellectual freedom. Intellectual Freedom Committee member Milton Byam has received replies from twenty-one public libraries and fifteen academic libraries located throughout the United States. Of the libraries replying, fifteen public libraries and twelve academic libraries are generally affirmative in offering temporary employment to librarians who have lost their position as a result of defending principles of intellectual freedom. The geographic location of the positive respondents is such that frequently a person would not have to move in order to secure a source of income while legal or extrajudicial remedies were pursued in his situation.

In summary, the following conclusions seem to emerge about intellectual freedom at Midwinter: 1) the defense of intellectual freedom is likely to be designated one of the major priorities of the American Library Association in the final report of the Activities Committee on New Directions for ALA; 2) the Freedom to Read Foundation will not at present offer direct financial assistance to librarians who have lost a job as a result of their defense of intellectual freedom; 3) there is a continuing need for the existence of the National Freedom for Librarians which will grant direct financial assistance to librarians until the Freedom to Read Foundation has resources and policy guidelines which allow it to take this type of action; 4) the definition of intellectual freedom upon which action will be taken under the Program of Action in Support of the Library Bill of Rights will include not only the freedom to read but most of the civil rights guaranteed by the United States Constitution; 5) a comprehensive definition of intellectual freedom and a complete list of guidelines of assistance from the Freedom to Read Foundation will emerge over a period of time as a result of the consideration of individual cases by the Intellectual Freedom Committee and the Freedom to Read Foundation; and 6) there is little difference of opinion about the end to be achieved, i.e., the establishment of the defense of intellectual freedom as a major priority of the American Library Association, though considerable difference of opinion exists on the means to achieve this end. Among observers at Midwinter there was no doubt that intellectual freedom will be a continuing concern of ALA, and it is possible that it could become the most important topic of professional concern in the next few years-J. Gordon Burke.

Midwinter Meeting, 1970, may well be talked of for a decade. It might even be studied in the library schools in the '80's. Many things happened there

All Right, Everybody Out of the Nest that can be defined even now, but there are undoubtedly significant events that will not be discernible for months, maybe even years.

Those feverish days in that dingy hotel mark a decided turning point for a budding profession. We headed this report with "neo-establishment talkfest" and we don't apologize for that indulgent phrase-making. We feel that though it may have a flip ironic ring to it, there is enough truth within it to make for validity.

The young, impatient voice that began to be heard in 1968 was cynically set off by some people in libraryland who were bored with the prospect of another annual narcissistic love-in. They created the Social Responsibilities (in libraries) Round Table. But, surprise! It filled a need. Librarianship was ready to take the risks necessary to reach a kind of maturity. If you will indulge a metaphoric flight. Librarianship was ready to push itself out of its nest and fly off seeking its own. After Atlantic City in '69 and Midwinter '70 we are out of that nest and we are not going to be able to get back in. It is fly, baby, or get devoured by some passing cat.

There was a feeling of urgency at this Midwinter Meeting. Concerned people appeared at some of the meetings and upset the normal flow of business. Committee members found themselves addressing the observers rather than the committee. True, some of the situations produced some silly and pointless discussions and only delayed procedures, but in other instances the committees took to looking at themselves and their activities with more care . . . even in those committee meetings where no observers appeared. Let's put that down as a subjective effect of Midwinter.

Black Librarians' Caucus made it to the surface at Midwinter. If folklore is to be believed, the group has been informally in existence long before their appearance in Chicago. Their first efforts have put the Association on the line against the racist, illegal schools forming in areas resisting desegregation orders from the Supreme Court. It takes no seer to see that the Black Librarians' Caucus has only begun to have a profound influence on the Association and librarianship. There is racism in libraries too, you know.

The decision of Council to effect their sanctions against those libraries and librarians serving illegally segregated schools through the machinery of the Office of Intellectual Freedom settled a question posed by the Social Responsibilities Round Table, the Junior Members Round Table, and the 321.8ers among others—does intellectual freedom include all of the civil rights? We can't go back to saying intellectual freedom is just freedom of the press (media).

The scope of intellectual freedom has been broadened. The danger here is that we may go collectively off on a civil liberties binge outside of library-land. We are going to need all the cash and collective energy we have to protect our rights to select the materials we want to put in our libraries and keep our fellow librarians from losing their rights to a fair shake.

The Office for Library Education now has its policy statement on the professional and the paraprofessional. The terminology of that policy may change but the distinction between what is administrative, professional, and paraprofessional has begun. We cannot go back to our ambiguous past. We must continue to ask ourselves embarrassing questions. The school-of-hard-knocks alone will not make the future librarian. We have recognized that our education and development does not end with the master's program.

A standard typeface for library automation machines has been selected, the technical processing people have smiled on the Standard Book Number, the Library Administration Division is launching an investigation of discrimination against women in library employment, the New Directions Committee, if it were to disappear today, would leave remarkable and lasting effect on the Association.

All this was at Midwinter and, as we said, more. We can never go back to what we were before. Some people are distressed that we seem to be caught in a whirlpool of dissention but this observer knows it is the vortex of a new consensus.—GRS.



Siggy, for the last time, convert to L.C.!

ALA Nominating Committee 1970/71

an appeal for candidates

The 1970/71 ALA Nominating Committee is now soliciting suggestions from the membership for candidates for the office of President Elect and Counselor-at-Large, 1971-75. The committee is especially interested in securing the names of individuals who have made contributions to state and regional organizations but who may not yet be known nationally.

It is particularly important that the recommendations be accompanied by a short statement outlining the contributions of those suggested.

Letters can be addressed to any member of the committee. Ray M. Fry, Division of Library Services and Educational Facilities, USOE, 7th & D Streets, SW, Washington, D.C. 20202; Donald Wright, Evanston Public Library, 1703 Orrington Avenue, Evanston, Illinois 60201; E. J. Josey, New York State Education Department, Albany, New York; Edmon Low, Department of Library Science, University of Michigan, Ann Arbor, Michigan 48104; and Richard M. Dougherty, Norlin Library, Administration, University of Colorado, Boulder, Colorado 80302.

> RICHARD M. DOUGHERTY, chairman **ALA Nominating Committee**

THE FOOD AND AGRICULTURE ORGANIZATION OF THE UNITED NATIONS has openings in its various programs for

- Senior Librarian
- Librarian-in-charge
- Junior Librarian

Applicants must have the appropriate university degree and 3 to 7 years' experience (according to the level of responsibility required).

Knowledge of English, French, or Spanish is

We offer liberal, tax-free emoluments based on depth and breadth of training and experience.

Send brief resume to the CHIEF, RECRUIT-MENT SECTION, PERSONNEL DIVISION, FAO, VIA DELLE TERME DI CARACALLA, 00100 ROME, ITALY, specifying field of interest, quoting reference OGAI/L/PB.

Application forms and detailed information will be sent to qualified applicants.

15,000 AUTHORS! 40,000 TITLES!

CATALOGUE DES LIVRES DE LITTERATURE ET DE SCIENCES HUMAINES DISPONIBLES

This edition includes a systematic table of authors, an alphabetical catalog of titles, an author's index, and list of publishers and distributors. This work is the first of its kind to be edited in France.

1969 EDITION

972 PAGES

4TO. BOUND

PARIS

\$22,00

A second volume is planned for publication later this year. This edition will then contain all books in print and will henceforth be published annually.

Stechert-Hainer, Inc. ENGLAND / FRANCE / GERMANY / COLOMBIA 31 East 10 Street / New York, N.Y. 10003

KING SCREEN PRODUCTIONS

FILMS AS CONTEMPORARY **AS TODAY'S STUDENTS!**

WHEELS, WHEELS, WHEELS A joyous exploration of the incredibly varied forms of wheels that make civilization run — the gears, sprockets and winches that drive everything from water wheels to computers, 101/2 min. \$125

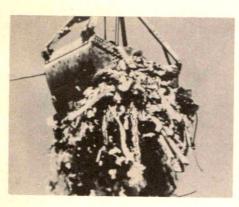


TREE HOUSE A film about a young boy and his tree which poses the question of whether or not man can live in the world without obliterating its beauty. 81/2 min. \$120

MEN AT BAY A case history of the near-destruction of San Francisco Bay, which states that man must control his technology before it destroys his planet. 251/2



ME AND MY SENSES On a sensory trip through the zoo, children become aware of the fact that all we know about the world reaches us through our five external senses. 101/2 min. \$125



GARBAGE A film without words that suggests that there is a tragic comic quality about everything that has to do with man - even his garbage. 101/2 min. \$125

PARENT PROBLEMS A

young girl's painful ques-tion of loyalties — the first of a dramatic series designed as a springboard for classroom discussions of teen-age ethics. 71/2 min.

SNOW A visual poem, silent, cool and lovely like its subject, but as dramatic and powerful as the avalanche finale. 71/2 min. \$90



CRAB FISHERMAN A mood poem about fishermen and the world, illustrating the harmony between man and nature, 8 min, \$95

THE REBELS/271:

ECOLOGY OF DESIGN A stunning, intellectual, creative adventure in which a band of architecture students construct a freeform city in the wilderness. 16 min. \$185

THE FAMILY IN THE PURPLE HOUSE The first in a lively, dramatic series that explores the nature of families in contemporary

American society, 13 min. \$150

Please write for your free previews now!



KING SCREEN PRODUCTIONS A Division of King Broadcasting Co.

320 Aurora Avenue North

Seattle, Washington 98109 (206) 682-3555

NEW DIRECTIONS

The following statement represents the views of the Activities Committee at this stage in its deliberations. The opinions and recommendations expressed therein are tentative, intended to elicit discussion and constructive comment from the membership that will aid the Committee in its continuing effort to discharge its obligation. The Activities Committee regards itself as an extension of the membership. It wishes to be completely open and frank with the members and hopes that the members will be equally frank and critical of the Committee's efforts. Undoubtedly, this interim report contains many omissions which the Committee would like to have called to its attention.

The first three assignments to the Committee contained in the Membership Resolution are:

To recognize the changes in the interests of ALA members and provide leadership and activities relevant to those interests.

To reinterpret and restate the philosophy of ALA in order to provide a meaningful foundation to the organization—a foundation which is capable of supporting a structure and program which reflects the beliefs and priorities of the profession.

To determine priorities for action which reflect the desires and needs of the members of ALA and to reexamine the organizational structure of ALA and all its committees, divisions, and round tables with the object of eliminating those units of the organization which are superfluous or irrelevant.

The "changes in the interests of ALA members" that the Committee is called upon to recognize it interprets:

1) as a desire for a shift in the priorities of the Association away from the myriad activities of the specialized divisions and committees that relate to the improvement of library operations to the broader concerns that should engage the membership as a whole; 2) as a demand for more direct participation or, at least, better representation in the decision-making processes of the Association; 3) as

FOR

ALA

impatience with an organizational and procedural pattern that makes action slower and more deliberate than necessary and gives the impression that the Association is not sufficiently responsive to the wishes of the membership.

It is the view of the Committee that the statement of purpose in the ALA Constitution, namely, "to promote library service and librarianship," is sufficiently broad and flexible to accommodate the desire of a large segment of the membership for change in the organization's priorities, activities, and organization. Implicit

ALA INTERIM REPORT

in this brief statement of purpose is the understanding that librarianship is not an end in itself but that it finds its justification in the service it renders to society. As the needs of society change, so must the service priorities of the library profession. It follows that ALA must reexamine its philosophy, structure, and priorities regularly to insure that its resources and energy are best utilized in benefiting society.

The Committee suggests that the Association's highest current priori-

ties are subsumed in the following broad categories: Social Responsibilities; Manpower; Intellectual Freedom; Democratization and Reorganization of the Association; Legislation; and Planning, Research, and Development.

Social Responsibilities. It is the view of the committee that the social responsibilities of the ALA must be defined in terms of the contribution that librarianship as a profession can make in the effort to ameliorate or even solve the many critical problems of society. In some instances that contribution can be direct and immediate. For example, libraries can play a significant role in the education or acculturation of the underprivileged and semi-literate by mounting high priority programs to make books and other informational materials easily available to such citizens and by developing techniques whereby they are encouraged to develop an interest in reading and self-help. With respect to many critical social issues, however, the indirect responsibility of librarianship is no less important. It is essential to make freely available the full range of data and opinion on all aspects of such problems and to develop methods of interesting the public in learning the facts and varying points of view regarding the issues that confront us.

Currently the number of such critical problems is immense, ranging from the cataclysmic rate of worldwide population increase, through the pollution of our environment, continuing racial discrimination, the concentration and monopolistic control of industrial productive capacity, our military involvement in Viet Nam, the growing gulf between the affluent and impoverished, the increase in crimes of violence, the dangers of nuclear armament, the Middle East crisis, the decay of our cities, starvation in Biafra, the despoliation of our natural resources for the sake of profit, and too many others to list. Obviously, each member of the Association has the right to work for

reform or change in our national policy with respect to every problem that confronts us and, equally obviously, the Association has an obligation to support and help defend him if he is made to suffer professionally because he exercises his rights as a citizen and a librarian. As an Association, our position should be support for all efforts to help inform and educate the people of the United States to the gravity of these problems, to encourage them to read the many views on, and the facts regarding, each problem so that in the exercise of their democratic prerogatives they will not be guided solely by the relatively restricted number of points of view represented in the mass media or by prejudice, passion or ignorance. Additionally, ALA should be willing to take a position for the guidance and support of its members on current critical issues and should endeavor to devise means whereby librarians can become more effective instruments of social change.

Manpower. In this category the priorities fall into three groups: 1) the personal welfare of librarians, i.e., salary, status, fringe benefits, and conditions of employment; 2) education for librarianship; 3) recruitment. With respect to the question of the Association's concern with the personal welfare of librarians it is the view of the Committee that the argument on this subject, often debated in the past and based on diametrically opposed conceptions of the ALA, is simplistic and spurious. ALA should be neither purely an educational organization nor an organization designed exclusively to benefit its members personally. It is obvious that the social contribution of librarianship depends on the quality of its personnel. If the profession is to compete for recruits with the many other professions that serve society, it cannot afford incompetence, or inferiority in status and personal rewards for its members. The question is not whether ALA should endeavor to improve the personal situation of its members but how.

The Committee recommends that ALA combine its staff activities relating to the personal welfare of librarians, to library education and training, and to recruitment into one office.

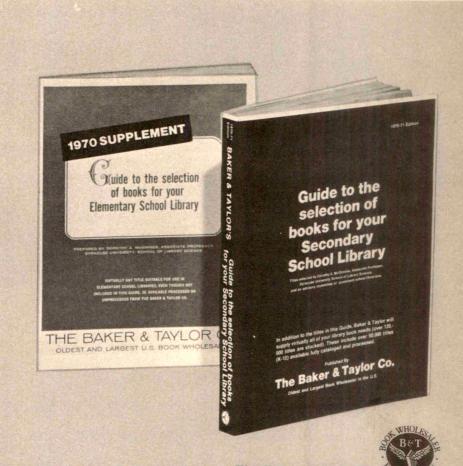
Under the rubric of Salary, Status and Welfare, this Office should:

1. Conduct an annual survey and analysis of professional library salaries and establish salary rating systems for various types of libraries comparable to that used by the AAUP. This should take into account regional variation and differences in experience and responsibility for positions compared:

- 2. Establish standards for conditions of employment that will encourage the professional development of individual librarians;
- 3. Establish standards for fringe benefits and perquisites for professional librarians. Insure that in such institutions as colleges, government agencies, etcetera, these standards are equal to fringe benefits and perqui-

sites granted to other professional staff:

- 4. Identify the conditions or attitudes that militate against equal treatment of women in library employment and develop a program to eliminate inequities on the basis of sex;
- 5. Develop a national program of accreditation for professional librar-
- 6. Draft a code of ethics for professional librarians;
- 7. Devise a means of applying sanctions against (e.g., a recommendation against accepting employment in) libraries that do not meet ALA stand-



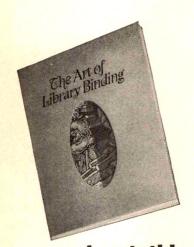
NEW EDITIONS of Baker & Taylor's in-depth book selection Guides for elementary and secondary school libraries are now available. If you haven't requested your copy of either Baker & Taylor Guide, please write to the Baker & Taylor division nearest you. Indicate which of the Guides you wish to receive.

The Baker & Taylor Co. OLDEST & LARGEST BOOK WHOLESALER IN THE UNITED STATES Eastern Division: Somerville, N.J. 08876, 50 Kirby Ave.
Midwest & Southern Division: Momence, III.,

Western Division: Reno, Nev. 89502, 380

Western Division: Heno, Nev. 89502, 380
Edison Way
Interstate Library Service Co.: (A Subsidiary)
Oklahoma City, Okla. 73118,
4600 N. Cooper
Baker & Taylor New Books Inspection Centers:
Los Angeles, Calif. 90036, 5820 Wilshire Blvd.
Houston, Tex. 77019, 1701 W. Gray St.
Boston Vicinity. 372 Main St., Watertown,
Mass. 02172

Ask about Heckman's 28-day Library Binding Service



interesting booklet free for the asking!

I am in	nterested in:
	ckman's 28-day free pick-up and ry service offered to over 30 states.
	ckman's simplified ordering program for ardized Magazine Bindings.
He	ckman's Catalog of Paperback Books.
	send my free copy of "The Art of Binding."
Name	-3-1
Library	,
City	
	Zip
State	
THE HI	ECKMAN BINDERY, INCORPORATED MANCHESTER, INDIANA 46962 IONE (AREA CODE 219) 982-2107

ards for conditions of employment;

- 8. Develop a public relations program designed to improve the status of all librarians in the public eye; and
- 9. Establish guidelines to help administrators set job classifications.

Under the heading *Education*, this Office should:

- 1. Urge library schools to screen applicants more carefully, improve the content of the curriculum, and provide more specialized training;
- 2. Assess the need for paraprofessional library staff. Advise community colleges on curriculum and course content for the training of such personnel; advise libraries in the use of such personnel;
- 3. Sponsor seminars and workshops outside of the annual conferences on issues of current concern to librarians;
- 4. Encourage the production of packaged multimedia programs and programmed self-instructional courses to help librarians update their professional knowledge;
- 5. Provide advisory services to libraries that wish to develop continuing education programs;
- 6. Sponsor programs in management training for librarians.

Under Recruitment, this Office should:

- 1. Undertake a major recruitment program that will bring 8000 young men and 7000 young women from the minority groups and 40,000 young men and 20,000 young women from the majority groups of the population into the profession within the next 10 years, so that by 1980 the profession will have not only the requisite number of people, but the same proportion in its personnel with respect to sex and race as does the total population;
- 2. Encourage a doubling of enrollment in schools of library science as well as the establishment of additional library schools at predominantly black universities; and
- 3. Encourage training, hiring, and promotion of females and ethnic minority group members for administrative posts until parity is achieved in high-level positions.

Intellectual Freedom. To implement an effective program in support of Intellectual Freedom, the Committee recommends:

1. That the Intellectual Freedom Office engage in a nationwide informational program through the press, radio, television, and other media op-

posing censorship and in support of intellectual freedom;

- 2. That the Intellectual Freedom Office conduct workshops for representatives of Intellectual Freedom Committees of the state and regional associations:
- 3. That the Intellectual Freedom Office maintain a staff of consultants: to help libraries develop educational programs; to serve as advisors to libraries; and to encourage library schools to include the subject of implementing and defending the principles of intellectual freedom in their curricula;
- 4. That ALA establish a policy and procedure that will enable the Intellectual Freedom Office to determine whether or not its aid is justified when a request for aid is received from an ALA member and to respond rapidly when it is;
- 5. That ALA devise means of providing grants to help meet the cost of legal action and, on an interim basis, the cost of living for members discharged or forced to resign because of their defense of intellectual freedom or in violation of their personal rights of freedom of expression or action. No declaration of poverty should be required in such cases;
- 6. That ALA forcefully challenge every legislative effort to abridge the Freedom to Read;
- 7. That any member of ALA whose actions violate the Library Bill of Rights be suspended from the Association after a fair, impartial hearing and that appropriate and just procedures be established for dealing with such cases; and
- 8. That the budget, staff and authority of the Intellectual Freedom Office be increased sufficiently to permit the Office to conduct a vigorous program in defense of intellectual freedom commensurate with the importance of intellectual freedom to the functioning of librarianship.

Legislation. The ALA Washington Office must provide all branches of the federal government with authoritative, comprehensive, and nonpartisan information on all aspects of library services, resources, plans, and requirements. It serves the state associations and membership generally with authoritative information on legislative and administrative plans, policies, activities and proposals relevant to librarianship. It provides liaison for the Association with the Washington offices of all educational, scientific,

business, labor, and cultural organizations. Relative to its responsibilities, the Washington Office is understaffed and the Committee recommends that the budget of this Office be increased:

- 1. To permit the employment of additional permanent staff for the purpose of establishing closer liaison with staff and officers of the various divisions of ALA as well as state, regional and local library associations; and
- 2. To pay for the service of consultants to develop the data and perform analyses needed in support of library legislation; and
- 3. To provide leadership in helping decision-makers at every level of government understand the role of good library services in facilitating educational, social, economic and cultural progress.

Planning, Research & Development. To enable ALA to evaluate research proposals, to give its voice authority in dealing with the agencies that fund research, and to enable it to monitor research performed under its own sponsorship, the Committee recommends:

1. That the staff of the Office of Research and Development be aug-

mented by the addition of personnel highly qualified to implement these responsibilities:

- 2. That the ALA Committee on Research develop an action program; and
- 3. That the responsibility of the Office of Research and Development include long-range planning to achieve ALA's goals with respect to the improvement of library service to society.

Democratization of the Association and Alternative Patterns of Organization. It is apparent that if the Association accepts any considerable number of the recommendations listed in the foregoing and undertakes to implement them, a considerable reduction in the expense of the ongoing program will have to be effected. The Committee on Organization is currently reviewing the structure of ALA with a view to recommending economies. In the meantime, a panel of the Activities Committee has prepared a report on Democratization of the Association and Alternative Patterns of Organization for ALA. This report, which examines a variety of alternatives, is distributed as a basis for discussion by, and advice from, the membership. It will be published also in American Libraries.

The final charge to the Committee reads: "To create a structure that wil involve a larger number of members in the programs and committee work of the organization."

The Committee interprets this to mean that a larger number of mem bers should be engaged in the pro grams and committee work relating to the Association's higher priority ac tivities. It is the view of the Commit tee that this can be accomplished very simply by restriction of the number of offices or committee appointments that may be held by any member con currently. There is every likelihood however, that the final recommendations of this Committee will call for a reduction in the number of divisions, committees and round tables of the Association which currently engage a very high percentage of the membership in their ongoing work.

—Activities Committee on New Directions for ALA: George Alfred Arthur V. Curley, Keith Doms, William E. Hinchliff, David Kaser, Katherine Laich, John G. Lorenz, Edmon Low, A. P. Marshall, Glenn F. Miller, Mrs. Shirley Olofson, J. Maurice Travillian, and Frederick H. Wagman, Chairman.

The very youngest readers can now look it up with...

MY FIRST GOLDEN ENCYCLOPEDIA

by Jane Werner Watson

A perfect first introduction to encyclopedias and their use—500 entries, arranged alphabetically, illustrated in full-color, thumbindexed, cross-indexed. \$5.99

The very youngest readers will delight in and learn from

THE GOLDEN STORYBOOK

OF RIVER BEND by Patricia Scarry \$3.99

WHAT IF? by Robert Pierce \$2.39

NEVER TALK TO STRANGERS

by Irma Joyce \$2.39

MY LEARN TO COOK BOOK by Ursula Sedgewick \$2.39

BUSY TOWN

by William Dugan \$2.59

SAILOR DOG

by Margaret Wise Brown \$2.39

In sturdy Goldencraft Library Binding.

Prices given are the Publisher's Postpaid Price to Schools and Libraries.

Send for free annotated and curriculum related catalog.



WESTERN PUBLISHING COMPANY, INC. School and Library Department 850 Third Ave., New York, N.Y. 10022



FEAR OF REAL COSTS

SOME FINANCIAL ASPECTS OF THE PLA SYSTEMS STUDY ROBERT ROHLF

A STATISTICS PROFESSOR once said that there were lies, damn lies, and statistics—in that order. When one begins to discuss financial statistics there is always the danger that some persons will look upon the results as lies and others as incontrovertible facts. Often the truth actually lies somewhere in between.

Among the major goals when the Systems Study proposal was first being discussed was to ascertain the financial realities of system operations and to answer such questions as: Did systems really produce more for the money? Did areas tax themselves more or less after systems formation than before such formations? Did local communities shirk their financial responsibilities and let the system carry the load? Did the larger libraries become weaker as the smaller system members drained them?

Now that we have had the study, we still cannot give categorical answers to these and other similar questions, but we can, in most instances, make valid and at least partial generalizations based on some degree of fact and observation.

Finances loom as a large problem in virtually all of the systems studied, but I would venture that finances ap-

pear as a major problem in virtually all libraries—systems or not. In answer to the question, "What was the worst problem faced by the system?" 51 percent of the participating systems responding to the questionnaire replied either "inadequate funds" or "poor method of funding." It might be speculated that the same or even a higher percentage of nonsystem libraries might respond the same way.

When it comes to discussing systems and finances, we must better define our terms, however. For example, of the 661 usable responses to the first mailing to all libraries identified as possible systems, 40 so-called systems serving more than one city or county had *no* stationary outlet open at least 10 hours a week, and another 130 reported only one such stationary outlet! Are these really systems? Most librarians would say that they are not.

In the descending magnitude of libraries studied—first the 1159, then 491, then 58, and finally the 6 case studies analyzed in some depth, the financial facts were among the hardest to determine, and thus one of the primary goals of the study was to a large extent frustrated. These facts were hard to determine for several reasons, among them were the lack of

really substantial and accurate financial information available regarding the system area libraries prior to establishment of the system itself, and the relatively superficial manner in which library finances—and particularly specific service costs—are computed and recorded. Another major problem in comparing presystem and postsystem costs was that the geographic system areas changed from year to year in many systems, and comparative figures were therefore, to some extent, meaningless.

Of the fifty-eight sample systems studied in some depth, the county was the major financial support of twenty-five. In addition, the special district replaced the state as the principal source of income in many of the systems. Also, payments for contractual services were replacing direct municipal appropriations as a main financial support in several of the systems.

For example, as a major source of income between the first year of the system's founding and the year 1966 (and remember, this can range from only two years to over thirty years), the county became the major source of revenue in four systems, special districts became the major source in

four other systems, the state as a major source decreased by four systems, but contractual payments became the major financial source in six of the systems. The state decline, of course, could probably be attributed to the so-called "weaning process" but there is no absolute report in the study to that effect.

These fifty-eight systems received most of their operating income from one source, but it is interesting to note that this major source was tending to supply a smaller amount of the total budget in 1966 than it was in the first year the system was established.

One fairly obvious conclusion appears to be that sources of income are becoming more diverse than in earlier years, and that the state share is decreasing proportionately. The federal proportionate share was increasing in 1966, but this may have been the result of the enlarged LSCA program. Also, many state grants are for nonrecurring capital improvements such as buildings, and these would not be reported as operating income.

While the major source of support is getting proportionately smaller each year, and the other areas of support are increasing in proportion, it was somewhat dismaying, but not really too surprising, to have the study reveal that nineteen of the fifty-eight systems are experiencing problems in getting their expanded services funded. One possible reason for this may be that as the services are successful the demand for them increases. Therefore, more money is needed for the service, and while unit costs are down, total costs are rising, and often very rapidly.

Contracts are assuming a larger and larger role in system service, and financing with contracts is a third major source of income in more and more systems. To paraphrase from a committee working copy of some of the conclusions of the case studies of the six systems studied in the most depth, each of the six systems makes some use of funding through contractual arrangements, but the extent to which they depend on contract payments varies greatly. One is held together by contracts. Another is on a scheduled evolution toward full reimbursal of its services by contract payments from affiliated libraries and communities. Two are financed in part by contractual payments for operating the libraries of the incorporated cities in their service areas. Another received contract funds for administering the libraries in its home county outside of the city, and the sixth operates the libraries of an adjoining county by contract.

The contractual method of extending library service is capable of great flexibility as demonstrated by these six systems. Although it is most commonly used by public libraries, it can also be an instrument for intertype library service, as in processing of books for school districts and provisions of a school resource center.

Five of the systems receive appropriations from county funds. The role of county appropriations varies from a major one for some to a supplementary one for others. One, however, is a special tax district with its own authority.

County appropriations provide a cushion of flexibility for some systems, but for others the annual appropriation may provide less reliability than would be provided by a fixed share of tax proceeds. There is a disagreement among the systems about the relative values of the appropriations method and those of the fixed tax base as sources of primary funding. Rural areas may benefit more from a secure tax base, but among those of the six systems which have one, there is evidence that it needs supplementation. In one where a city library tax has existed for a long time, its yield does not provide nearly enough to support the city system. and the amount available is regularly increased by appropriations of the city government. Another system is caught between an inflexible income and rising costs.

Supplementary funding appears to be difficult to achieve by a library tax district since the local communities on which it is based are relucant to appropriate funds that are not earmarked for their own use. One answer might be for the county governments in a multicounty system to appropriate supplementary amounts for system use; or where the wealth is unevenly distributed and a uniform amount for each county would not be possible to achieve, certain counties might appropriate funds for additional equipment or bibliographic tools to be given to the libraries in their county. All such proposals, however, tend to change the character of the district system and make it more accountable to other governmental bodies. Ideally, the supplementary

funds needed would come from the state, and the principle of equalization of service maintained.

Where there are no financial requirements for system membership, it is possible for local communities to winnow benefits from the system without improving their local support even where it is feasible to do so, and where there are no onerous demands for sharing the results with other communities. The method of state funding in New York, for example, includes a number of incentive factors, and these appear to have attracted many communities to greater effort; but many communities, however, are not making a greater effort.

All of the six systems receive some state or federal aid, and for most of them it represents critical service assistance. The study report states that, by and large, the role of the state in system financing is important and ongoing, and the proportion of total budget contributed by the state has increased for four of the systems over the share provided in the first system year.

There appears to be little doubt that the existence of these systems has stimulated local support. The service area of four of the systems contained large sections where there was virtually no prior library service; now the service is paid for by local taxes, at least to some degree. The ability of the system to marshal evidence of local benefits, to communicate enthusiasm and professional knowledge, and, in some cases, to offer financial incentives to local effort have all been important. These methods have been used with varying skill and success, and certainly the use of incentives has not been exploited as widely as it could be. Nevertheless, each system shows an overall increase of significant magnitude in local community support.

The study report further states that "one comes away from a review of the financing of these six systems with the conviction that the backup of system persuasion and service has been an important element in the increased flow of money to library service, and that the most persuasive case for funds is presented by those systems which can best show that through budgetary controls they are making the best use of their funds. Much more could be done in this direction and would be enlightening not only to the Government bodies that provide the funds, but also to the administrators of the systems. The costs of specific services are not well maintained, nor do they provide the kind of planning instrument the systems need in order to assess the value of costly effort. The administrators need a better knowledge of the proportion each service takes of the total amount of money available. . . . The systems need to be able to make an informed decision on the allocation of resources, and to present a documented rationale for budgetary requests."

In discussing all of the fifty-eight systems studied, a general problem of the systems is their method of funding. If a system is a consolidated branch operation and serves more than one community, as in a county library system, it usually must choose between giving equal library service to all residents of its service area, or returning to the wealthiest community a better quality service commensurate with that community's contribution, and poorer service to poorer communities proportionate to their contributions. When the political unit governing the system does not contain within it the resources, in wealth, population, and tax base to provide for adequate library service, it may be useful to make cooperative arrangements with other localities and units for particular services. However, the consolidated system sometimes lacks the flexibility to make these arrangements. This may be due to the fact that it already provides full services for itself, however inadequately, and is reluctant to relinquish any; or it may be that the political unit to which it is attached is limited in its capacity or willingness to provide for cooperation with other units.

On the other hand, if the system is a federation of communities or libraries, it may have severe problems of equalizing library service within its area. In addition, it has the burden of attracting support for the system expenses. It confronts the problem of persuading its affiliate communities to support a backup service that may not be especially visible to the local taxpayer. Or, even if visible, the professional services and resources provided may be more expansive than the local community is willing to support. This situation is likely to arise whenever a weaker library affiliates with a stronger.

Despite obstacles, a large number of systems either have affiliated members or are considering affiliations with other systems for special pur-

poses. Indications from this survey are that financial support of these services is accompanied by a fairly close scrutiny of their cost.

As stated above, comparable data on finances prove to be very difficult to obtain and few broad generalizations are possible from the data of the fifty-eight systems. This is one of the real disappointments of the study as this was a major goal. It is a clear accomplishment of the systems, however, that most affiliated libraries state that more funds—including local monies—are available because of the system.

It was also concluded that, in systems adjoining or including a major city, a pervasive need is found to develop an equitable means of reimbursement to the city, which usually supports, on an eroding tax base, a strong library serving many patrons from outside its borders.

A related problem is the development of a tax policy to meet the needs of poverty stricken areas. Some form of equalization is probably necessary if library and other central services are to be adequate for the poor as well as the rich.

An important companion problem is the inadequacy of cost-of-service data which makes it difficult to determine fair shares even when the disposition to meet the financial obligation exists. Few libraries know whom they are serving and almost none can assess accurately the costs of the various services they provide.

Rural areas may benefit by a secure tax base, a fixed millage rather than an annual appropriation, but this study gives evidence that when the fixed millage exists it is very difficult to raise the ceiling, and supplementary support is usually needed.

In some states strong financial incentives exist to encourage system formation. It appears, however, that incentives alone, without a mandated local effort, do not attract all communities equally; consequently some communities benefit without contributing their fair share.

From the study it is obvious that as broad a base of funding as possible is needed, and that the tax should be based on the largest possible political unit. It is also obvious that libraries have some of the most complex, imaginative, and interconnecting sources of service conceivable. We may soon need consultants specializing in diverse financial and contractual library relationships. The system study, not

surprisingly, raised almost as many questions as it answers. And, this is to the good if we will attempt to honestly answer them. Regarding finances, the report's conclusions ask: 1) How much does each state contribute of state funds to system development? How do these contributions correlate with rate or quality of system development?; 2) What are the costs of system services performed - by function for different types of service area? Does such an analysis indicate that some services should be discontinued at the system level and others increased?; 3) If costs by function could be measured, could the next step be taken of relating cost data to the quality of performance of the function?; and, 4) What formula should be used to determine adequate reimbursement for direct access to a city library? What funds source is most appropriate?

To the report's questions a few more could be added: Why cannot the library profession, working closely with the best accounting firms, provide more meaningful cost accounting procedures—or the so-called cost-effectiveness ratios managers need? Is it because we cannot define our services and objectives finely enough? Or is it because we refuse to learn, or to even understand, management cost-ratio techniques? Or, is it because we are fearful of the impact of the knowledge of the real costs of some of our operations and services?

Other questions could also be asked: Why can we not develop better financial approaches to the problems of the rich library supporting the poor in some systems where often the poor refuse to pay the same proportionate tax?

Still another question is, why can we not develop more efficient ways to allow areas within a system border to pay more for greater benefits, and have their extra contribution or payment be used only in their areas without the system itself, or other members of the system, bleeding off at least part of their extra payment? And, lastly, why can we not convince more communities that systems are a more efficient use of their tax monies?

If the study shows anything in the financial aspects of the report, it shows that while we librarians may excel in missionary zeal, libraries in general are not very good at keeping the financial books in meaningful ways. Let us hope that we are better at selecting books.

OLD METHODS of teaching are changing, and for the school library the seventies may be the decade of the big breakthrough. It's about time. We have been failing for too long to transmit to our students, either in the classroom or in the library, the excitment and challenge of thinking creatively and independently. Too many educators have excused the dull, uncharged atmosphere of their own bailiwicks with the statement that either students "have it" or they don't. They have called themselves realists, proclaiming the virtues of pragmatic, sensible methods of getting the "required" across, while hundreds of their students matriculate, unenlightened, unawakened to the joys of thinking and learning. The students

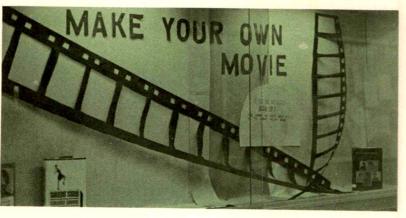
who obviously "have it" will learn with or without a teacher's presence, while some of the students who seem not to "have it" will surprise everyone by blooming late. The rest will remember school as the worst form of drudgery, and will pass that memory on to their own children (subliminally), even while paying lip service to the value of "an education."

Thus the circle of boredom, the lack of connection to what should be the ultimate aim of education, is completed, and many young adults are graduated into a world certainly more real, but also more cruelly indifferent to them as individuals than school ever was. They leave unprepared and uneducated except in ways of rationalizing their own personal failures, and in the kinds of gameplaying that schools require before granting questionable, perhaps even meaningless, credentials at graduation.

No one in education questions the fact that some subjects need disciplined study and mastery of skills, yet if we are to use education as a life process of becoming instead of as a branding iron, why not add delight as well as discipline?

How can the climate of a school be changed by an individual librarian or teacher? Today's disinterested, unconnected teen-agers may be reached in many ways, but one of the best is to begin using film as a means of communication between student and fellow student, between student and

teacher, between an individual and himself. How many educators at the high-school level have taken seriously the implications of the statistically based fact that today's adolescent has spent more hours watching television and movies, by the time he graduates from high school, than he has in the classroom? How many teachers and librarians have taken a course in the film? Have you listened to teen-agers talk about recent films like Alice's Restaurant, 2001: A Space Odyssey, Easy Rider, and Midnight Cowboy? Do you let them talk about light shows and strobe lights and the fast-flickering comedy of "Laugh-In"? If you have, then you realize the depth and sophistication of their interest, not only in the subject matter of these



SANDRA JOHNSON AND JUDITH POWELL

performances, but in the media themselves. If you haven't, then the time has come to tune yourself in to the visual world that has most importance to teen-agers.

It is ironical that, after talking with hundreds of students on campuses across the country, David Riesman made the following remark in an interview in the October issue of Psychology Today: "Students . . . want courses in film. My experience with college film addicts is that they are like narcotics addicts; film is their drug and they will do anything to get it-steal if necessary." In the vernacular of today's youth, "Wow!" It is hard for us to believe that anyone seeking to understand youth can miss the point and use such a comparison between drugs and film.

We believe Reisman's misunderstanding is an example of polarization, the generation gap, or even culture shock. If students, high school or college, will go so far as to steal to obtain materials which seem alien to Reisman's traditional (i.e., written, linear) means of communication, then hadn't he, and other people like him, better start objectively examining the potential of new means of communication—rather than dismissing filmmaking as a pathological condition of youth?

Teachers and librarians have always considered literacy of prime importance. But how about "mediacy"? There is a new concept contained in the word "mediacy," coined by Father John Culking, S.J., of Fordham, a pioneer in the use of film in education. We interpret "mediacy" to mean mastery of all means of communication,

visual as well as verbal. But most important, using film creatively and experimentally is one way of demonstrating one's own connection with the adolescent world.

After taking a course in "The Film as an Art Form" offered to thirty school librarians in the summer of '68 at SUNY at Albany, New York, under the imaginative

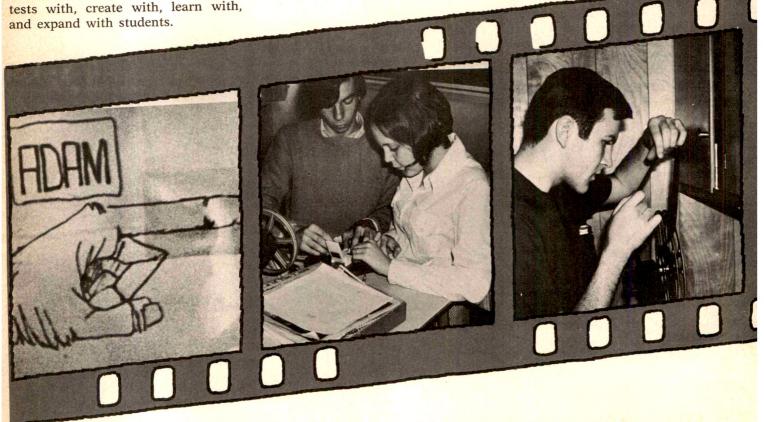
direction of Professor William Katz, we are excited about possibilities that film offers. We viewed and discussed (not exhaustively enough to bore, but extensively enough to stimulate) many great films, and some not so great. There were few films that we could all agree on; but one thing we could agree on (in 95-degree heat on a concrete campus) was that films can provoke even more heat in discussion. Listen to your student discuss television's winter reruns. Watch them come alive. Enjoy the fact that there often exists a great demand for a book after the movie of the same title shows up on television or in the theatre.

Even more important, that summer we learned how it feels to make a film, from shooting to the tedious editing process. No one had had prior experience in making anything other than the usual "home movie." Under the patient guidance and friendly enthusiasm of artist-teacher Donald MacIntosh, we surprised ourselves and each other with some rather entertaining original and thoughtful films.

Which leads to another point. How

many librarians have on display their own work or a teacher's original efforts? Why not share in the communion of learning? A teacher often demonstrates or puts on the line his own skill in speaking a language, spelling, pronouncing, rewriting a constitution, performing a scientific experiment, operating a tool, or sewing a seam. All the teacher or librarian has to do is to be willing to take his chances with a class or an individual, on communicating, sharing part of his vision of the world with someone else. How wonderful it would be, for example, and how rare, for a teacher of English to offer his own poem to a class whose previous night's assignment had been to write a poem and to submit it for the class' enjoyment and criticism. There is no better way to leap the barricades between the adult and teen-age world than to take tests with, create with, learn with, and expand with students.

famous German film Olympia? Why not make films of science experiments in which the filmmaker can demonstrate to himself, to his class and future classes, processes, progress, or failure? In social studies, the "cinema verite," or tell-it-like-it-is school of filmmaking, would be invaluable for recording voter vacillation over current candidates, catching dissenters or protesters as they react to some currently controversial issue. An Interview with Bruce Gordon is a remarkable example of this approach, as it concentrates on a fiery, articulate young black student who has left college in New York to work on voter registration in the south at great personal danger to himself. Art and music classes could arrange their own painting and orchestrations to make a movie using some of the techniques seen in Eugene Adget, which presents dents had made on their own. He showed it in the library's audiovisual department all day long to changing audiences from study halls and other rooms of the library. The kids who saw this film were amazed. It had never occurred to them to make a film, and they had never seen anything other than Hollywood-style or nonedited old-fashioned home movies. This was something else-a modern version of The Perils of Pauline, with music from the sound track of The Night They Raided Minsky's and humorous subtitles written in. We took advantage of the kids' reaction to this film and purchased some super eight cameras and projectors, a splicer and editor, plus lots of film. We rented some of Roger Larsen's collection of films made by kids from Harlem, and



Well, why not make a movie? The list of possibilities for films is endless, limited only by your imagination. In the classroom, for example, why not use visually poetic essays to illustrate poems or essays read on tape or live? Why not gymnastic exercises filmed by participants and observers to demonstrate the beauty of the human body in motion and at rest, as in the

a combination of three mediums—still photography, music and film. For almost every subject taught in school, there are examples of great films to view and to emulate.

Outside of the classroom, a filmmaking course or club will attract many students. Why not in the library?

We think of the way it began at this school. A student brought in a film which he and three other stuposted a sign-up sheet for kids who were interested in making their own films. The sign-up sheet was not large enough! Teachers brought their own lists in, and suddenly classes began plotting and writing scripts. A very bright "under-achiever" who had spent hours daydreaming in the library suddenly began putting his daydreams into visual images to share with others. He spent hours editing and splicing his antiwar film and creating his own electronic music as a sound track. A mentally retarded boy

checked out a camera and filmed a school basketball game. And in between were all kinds of other students making movies with their class or alone.

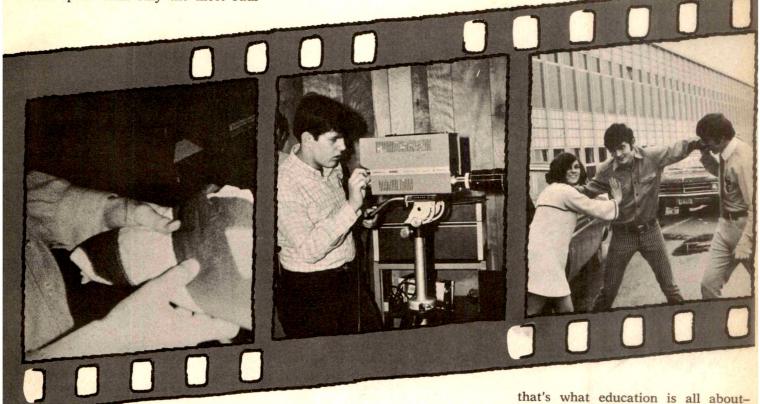
The television cameras and videotape recorders also began to be used for interesting purposes. Several English classes did scenes from Julius Caesar (a la "Mission Impossible") then played them back to each other for comparison. The advantage of synchronized sound track and picture, plus instant playback was immediately obvious. Throughout the year we approached filmmaking informally, encouraging everyone to proceed at their own speed with only the most rudi-

with the American Film Festival and helped us set up guidelines. We asked two members of Colby College's faculty, who are film buffs and who set up a program of good films at the college; the publisher of a weekly newspaper, The Maine Times; a radio columnist; and two members of our own faculty to serve as judges. At the conclusion of the festival the judges told the participants that they had much to be proud of. In fact, the judges were so impressed they decided to award an additional prize for "the best overall filmmaker."

We realize now that this is no longer an experiment. What started

has had nothing but bad luck in school. You might hear her say, as we did, that since he has made his film his whole attitude in class has changed for the better.

The main point is that students are easily motivated to make or view films. Communication with a camera can be combined with traditional reading and writing, encouraging one to enrich the other. After all, movies need scripts, a point of view, and a personal style. Movies need choice, most of all, of subject matter, technique, length, breadth, depth, and



mentary instruction from us. We deliberately avoided over-professionalism, white-glove splicing, etc., so that we would not kill the interest of those students who were unsure of themselves. We found that those who were interested read the books and pamphlets we had available, and that the best teachers were the kids themselves as they tried out new ways of doing things.

At the end of the school year, we planned the school's first film festival. Mr. Norman Moore, audiovisual librarian of the Model Library and head librarian of Waterville's Public Library, has had experience working

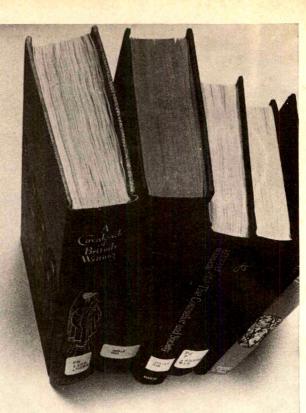
at a summer institute at SUNY in Albany has become a part of what happening in Waterville High School. It has made a change in the way some teachers work with their students, it has widened the opportunities for expression, and it is one more step towards releasing teachers and students from the cell-bell-lecture-textbook syndrome. If your school begins an adventure in filmmaking, be prepared for culture shock -perhaps your own. It may amaze you to see the kid who once did nothing now spend hours editing his film. He will also shock you by his attentive respect for your ideas and critical advice. It will surprise you to hear a conservative teacher praise the progress of a potential dropout who

that's what education is all aboutteaching students by all available means to make the right choices, not necessarily the safe ones. (The choices that students make in filmmaking are usually those that most powerfully and honestly communicate the singular, sometimes chaotic world they have burning inside of them.)

There are so many things that the teen-ager, especially the inarticulate one, has difficulty expressing to the adult world, or even to his own friends. Why not capitalize on the urge of many teen-agers to know how things work—from sex to government, from the physical to the psychic self. The film can be a gate that opens into the student's dreams, his problems . . . to then swing boldly into the world of seemingly hostile ideas and men.



Shelve new books while they're still new.



Bro-Dart makes it easy to acquire popular new books with its Books-For-Publication-Date-Shelving program.

Here's how.

Every month you'll receive a booklet containing an annotated listing of all new titles, both *Adult and Juvenile*, to be published the following month. Titles are conveniently arranged by author under specific subject categories, and include detailed information.

Additionally, the booklet contains a cumulative Author Index of current titles and those of the previous five months. The most current information on each title is provided . . .

review references, publication date changes, title changes and cancellations. The list is updated monthly.

Order books ready for shelving, prior to publication using the annotated listing, and order additional books you may now desire which were published in previous months using the cumulative index.

Bro-Dart's whole range of cataloging and processing services are optional.

For those books in greatest demand, your library deserves a program as thoughtful and convenient as this one.



☐ Please send me info	NC., 1609 Memorial Avenue, Williamspormation on the Books-For-Publication- receive the monthly Books-For-Publication	Date-Shelving Program
Name	Title	
Organization	Address	
City	State	Zip
		Dept. AL961

Memo to Members

Environmental Teach-In

CHICAGO OFFICE

With the excellent cooperation of Senator Gaylord Nelson (D-Wisc.), co-chairman of the Environmental Teach-In "Earth Day" on April 22, 1970, the ALA Executive Board and Council discussed the role libraries could play in this program of national concern. (See American Libraries, January 1970, p.19 and February, p.140). Council unanimously adopted the following resolution on January 23, 1970: "The ALA Council urges all librarians and libraries to cooperate as fully as possible in the National Environmental Teach-In by supplying materials, making meeting facilities available, and by taking other constructive actions in support of the Teach-In." Libraries are urged to contact the Environmental Teach-In, Inc., Room 200, 2000 P St., N.W., Washington, D.C. 20036 with announcements of plans and copies of special materials prepared.

Forthcoming Meetings and Officer & Staff Travel

The following boards and committees will meet at Headquarters during the spring: The Committee on Constitution and Bylaws, March 18-19; the Activities Committee on New Directions for ALA, March 20-21; The ALA Executive Board and its committees, April 27-May 1.

Spring travel plans include: Mrs. Bradshaw (president elect of ALA) will attend the Louisiana Library Association Meeting, March 19-21; the Texas Library Association Meeting, April 9-11; and will visit France April 15-30 as one of a group of American women who will be guests of the French Government. Miss Warncke, deputy executive director, will participate in the 1970 Leader-Teacher Institute in Cleveland, Feb. 27-March 2; will confer with the Nebraska Library Development Committee, March 5-9; and will participate in the 1970 Annual Conference of the Wisconsin Adult Education Association, April 24-27. Miss Krettek, director, ALA Washington Office, will speak at the Tennessee Library Association Institute on Legislation, April 23. Mr. Clift, executive director, will attend the dedication of the William R. Perkins Library, Duke University, April 15-16, as a member of the Visiting Committee to the Library. Mrs. Marietta D. Shepard, member of the ALA Executive Board, will attend the Spring Meeting of the Decimal Classification Editorial Policy Committee, March 16-17. Hoyt Galvin, second vice-president of ALA, will speak at the New Jersey Library Association Meeting on May 8. In addition, a total of thirteen other ALA Headquarters staff members are presently scheduled to attend different meetings this Spring. These are listed in the Officer and Staff Travel Calendar and Representation at Meetings-available upon request for those who would like to see it.

Conference Insurance Policy

ALA will provide a life insurance policy in the amount of \$10,000 for all who preregister for the 1970 Annual Conference in Detroit. A form for preregistration will appear in the April issue of American Libraries and application must be made by May 31.

American Library in Paris, IFLA Attendees

Mrs. Virginia G. Young, library trustee, has been nominated by ALA for another term as trustee of the American Library in Paris. The American Library will celebrate its 50th anniversary in March of 1970.

If you are intending to attend the IFLA meeting in Moscow in August, be sure to write of your plans to David Donovan, Director, ALA International Relations Office, Washington, DC.

Bleak Budget Outlook for FY '71

WASHINGTON OFFICE

On February 2, President Nixon sent to Congress a \$200.8 billion federal budget which would cut library programs about \$2.5 million below his devastating budget of last April. He recommends \$22,949,000 for the Library Services and Construction Act (nothing for construction) and \$20,774,000 for the Higher Education Act Title II programs, with some apparent changes in program emphasis. In addition, the budget request again provides a lump sum of \$116,393,000 for consolidation of the Title II school library program under the Elementary and Secondary Education Act with activities under Title III, supplementary educational centers and services, and the equipment and guidance, counseling and testing programs under Titles III-A and V-A of the National Defense Education Act. One percent of all program funds is to be set aside for planning, evaluation and dissemination of the results.

In years past, the new budget would have been the focal point of Congressional attention, but this is not an ordinary year. As you know, educators and librarians are still waiting for appropriations to be approved for the 1970 fiscal year which began July 1, 1969. The President's veto of the 1970 HEW Appropriations Act (HR 13111) which was sustained by the House of Representatives January 28, necessitates a rewrite job by the House Appropriations Committee in order to come up with a compromise money bill acceptable to both Congress and the Nixon administration. On February 3, the President transmitted to House Speaker McCormack a proposal to increase his April budget estimates for some education programs by \$449,097,000. Included is \$10 million for the LSCA Title I program, increasing it from \$17.5 million to \$27.5 million (the amount in the vetoed bill was \$35 million); and \$40 million to be added to the \$116,393,000 for the proposed consolidation of ESEA and NDEA activities, bringing that figure to \$156,393,000. (In HR 13111 there was a specified amount of \$50 million for Title II, ESEA). Mr. Nixon proposed no increases for HEA II, which would thus eliminate the increases added in the Senate and approved in the Conference Report.

In contrast the House HEW Appropriations Subcommittee, chaired by Rep. Daniel Flood (D-Pa.), is still meeting at this writing in closed-door sessions to work out a revised version of the 1970 HEW bill which is expected to provide something in the neighborhood of \$700 million over the April budget. Floor action is likely to come the week of February 16, after the Lincoln Birthday recess, and undoubtedly, there will be a partyline battle over a provision to give the President discretionary authority to impound funds added over his budget recommendation. Following the House vote, the new 1970 HEW bill will move to the Senate for further action before it can be cleared for White House approval. In the meantime, three-quarters of the fiscal year will have passed in a state of frustration and uncertainty.

School Bussing an ESEA Issue

On February 4, almost one year after House passage of the ESEA Amendments of 1969 (HR 514), the Senate began debate on their version of the bill which

has grown into a 217-page, \$35-billion omnibus education measure. As this goes to press, an anti-school bussing amendment threatens to prolong debate for a indefinite period. The eight-title bill which would extend ESEA for four additional years would also amend every other USOE-administered program by codification under a new General Education Provisions Act.

In his introductory statement outlining the provisions of the Senate version of HR 514, as reported out of the Education Subcommittee (S.Rept. 91-634) which he chairs, Sen. Claiborne Pell (D-R.I.) stated that the Title II school library program had been left substantially unamended. "Testimony developed nothing but support for the program. . . ." The principal amendment to Title II is a \$10 million annual increase in the level of authorizations, from \$200 million for fiscal year 1971 to \$230 million in FY 1974. Following Senate passage of the bill, it is expected that further controversy will ensue in the process of working out differences between the House and Senate-passed versions. While the Senate bill would simply extend ESEA for four years, the House bill passed April 21, 1969, would extend the legislation only two years, and more important and undesirable, would repeal specific authorizations for the Title program and substitute instead block grants to the States beginning in FY 1971 for a consolidated program combining ESEA Titles II and III with NDEA Titles III-A and V-A. It would also eliminate the matching requirements in the two NDEA titles, thereby cutting down on the existing level of State and local support.

Collective Bargaining and Staff Development Registration

DIVISIONS AND OFFICES

Registration forms for the Preconference Institute on Collective Bargaining in Libraries (June 25–27, 1970) will be forwarded to all Library Administration Division members in April 1970. Others interested should write immediately to the LAD executive secretary by March 25. The institute will be held in the Dearborn (Michigan) Inn.

The Staff Development Micro-Workshop, June 28, 1970 from 9:00 a.m. to 3:30 p.m. in Cobo Hall, will be limited to 150 participants. Those desiring to attend are to send name, position title, and address to the LAD executive secretary before May 1, 1970. Mrs. Ruth Frame, executive secretary.

Interim YASD Vice-president

Mrs. Mary M. Spradling, head, Young Adult Department, Public Library, Kalamazoo, Michigan, was appointed vice-president, Young Adult Services Division, to fill the unexpired term of Blanche Janecek who resigned in November. According to the division's bylaws, Mrs. Spradling will serve until the close of the Detroit Conference at which time the person elected in 1970 takes office.

Scoggin Memorial International Depository

A proposal to cooperate with the Children's Book Council in an annual selection of U.S. children's books to be sent to special depositories of international importance was approved at Midwinter by the Children's Services Division Board. The collections will be known as the Scoggin Memorial Collections, and marked by a specially designed bookplate. Selection of the titles will be made by the CSD International Relations Subcommittee and the books are to be presented by publishers. Ruth Tarbox, executive secretary.

RSD and ASD Explore Merger

At Atlantic City the Reference Services Division/Adult Services Division Committee on Common Concerns was asked to explore the feasibility of the merger of the two divisions. The discussions were completed at Midwinter as the goals and areas of responsibility were examined. A position paper is in

preparation and will be presented to the divisions boards at Detroit according to Frances Neal Cheney, chairman.

New Committee Replaces Four

The Adult Library Materials Committee is currently forming to replace four committees and will devote itself to study of all types of materials, stimulate use, develop selection policies, and publish lists. A subcommittee is already studying materials available and needed for service to the American Indian under the direction of Mrs. June S. Smith, College of St. Catherine, St. Paul. Ruth M. White, executive secretary.

Total Community Library Service

Trustees in New York, Illinois, Michigan, Pennsylvania, Minnesota, Maryland, New Mexico, North Dakota, South Dakota, Nevada, and Missouri have already scheduled statewide discussions on the concept of "Total Library Service." Background kits and information for forming such discussion programs are available from American Library Trustee Association offices for \$2. The kit is self-explanatory and self-starting and part of the Project ELB (Every Library Board) of ALTA. **Donald Trotlier**, executive secretary.

Guidelines on Special Situation Work

The new interdivisional committee on Guidelines for Personnel Working with Children and Young People in Special Situations (AHIL, CSD, AASL, YASD) had two sessions at Midwinter. They wasted no time in selecting five test situations: partially sighted, death, retardation, wheel chair locomotion, and lacking hands and arms. Draft guidelines are to be prepared for the Detroit meeting using a format similar to the Small Public Library pamphlets. If they pass the test, the committee plans to rapidly move on to other special situations. Eleanor Phinney, executive secretary.

Preservation Project

Late November saw the publication of the second, revised edition of Carolyn Horton's Cleaning and Preserving Bindings and Related Materials. The text is addressed to the inexperienced librarian as well as to the skilled conservator and describes methods of marking disintegrating books, attachment of loose materials, cleaning and/or applying leather preservatives, plus provides procedures for the renovation and repair of book collections, large or small. Various leather preservatives and other materials used in conservation are appraised. A glossary, selective annotated bibliography, lists of supplies and equipment plus their sources are listed. It is available from the ALA Order Dept. for \$4.50.

LTR Equipment Evaluations

Reports on three filmstrip projectors and six filmstrip/slide projectors have been received from United States Testing Co. Reports on the filmstrip projectors, Viewlex V-45 P, Viewlex V-44, and Standard 333/444 Dual were published in Library Technology Reports, January 1970. Also in that issue were reports on four record players: Voice of Music 285/AV, Audio Master 920, Audiotronics ATC-306, and the Hamilton 922. Forrest F. Carhart, Jr., director.

Annual Conferences

Detroit, June 28–July 4, 1970; Dallas, June 20–26, 1971; Chicago, June 25–July 1, 1972; Las Vegas, June 24–29, 1973.

Midwinter Meetings

Los Angeles, January 18–23, 1971; Chicago, January 23–29, 1972; Washington, D.C., January 28–February 3, 1973.

In 1961 THE OHIO State University Libraries (OSUL) established an internship program that is fairly unique within the realm of academic librarianship. Since the program has been functioning for eight years, the authors decided a retrospective evaluation by the past interns should be made.¹

To gather data for this study, the authors prepared two questionnaires. The first questionnaire was sent to those who had been interns at OSUL. The second was sent to the two personnel librarians who had worked with the program and to the Director of Libraries at Ohio State. All questionnaires were returned to the authors and serve as the basis of the analysis of the program.

The internship was established as a response by OSUL to a large number of queries from library school students concerning such programs. The program, which is an extension of the intern's library school education, has been set up to correspond in many ways to a medical internship. The intern is directly under the supervision of high-level, professional personnel, and is treated as a full professional with a salary slightly higher than that of the beginning professional level at OSUL.

The program for each of the eight interns has followed roughly the same schedule. The first ten weeks are in the Acquisitions Department, with the intern searching foreign and domestic orders, processing materials and invoices, and learning about the book trade. During twelve weeks in the Catalog Department, he does LC and original cataloging of monographs, serials, rare books, and documents. The twelve weeks in the Reference Department include routine desk duty. work with documents reference, and a special research project. The remaining fourteen weeks are divided among the Circulation Department, the Undergraduate Library, administrative offices, and in areas of the intern's own choosing. The intern is also included in conferences on the administrative level and in professional meetings and activities that occur in the immediate area.

The responses to the questionnaire were subjective, enabling the interns to address themselves to their individual programs. The analysis of the OSUL internship is a synthesis of their responses.

"The strongest point was the wide

A Retrospective Evaluation of the OSUL Internship Program

THE HUMAN ELEMENT

David J. Netz and Don E. Wood

range of experience it gave me in most areas of librarianship, and working under interested and helpful administrators."2 The direct relationship between intern and administrator is important. This relationship is based on the cooperation and interest of the individual area supervisors to whom the intern is responsible and the availability of frank and complete answers to the intern's questions. The variety of professional experiences provides the interns with a broad spectrum upon which to build their personal theories of academic library practices.

An important part of the program includes work on the clerical level. However, the over-emphasis on clerical routines in certain areas of the library is considered to be the major weakness of the program. Another point of criticism is the lack of opportunity for the interns to sit in on decision making and the communication processes at the administrative level. However, commendations far outweighed criticism of the OSUL program. This is a reasonable indication that the internship is living up to its stated purpose of providing "one or two bright, young library school graduates with a one-year program designed to give them a broad, general overview of academic librarianship in a large university."

The next part of the questionnaire dealt with the value of the internship: to the intern, to OSUL, and to the profession.

The benefits of such a program to the intern are obvious and have been partially mentioned in the paragraph dealing with the strengths of the program. The intern follows a definite program outline for a full year which introduces him to all aspects of library services. He receives a wide base of experience in a large academic library. He has an opportunity to observe and develop an awareness of the interrelationships existing in a library system. The entire staff of the library cooperates in giving the intern the opportunity to ask questions about the policies and procedures of each area and to learn how they fit into the total pattern of the library. He gains a unique perspective of library operations by not being limited to a single area. And finally, the program accelerates the time necessary to develop administrative and/or leadership potential, as is evinced by some of the positions held by previous interns: head of a documents division, head of a serials division, head of various department libraries, principal investigator of a special research project, and automation librarian. Besides OSUL, the interns have worked at Harvard University and the Universities of Wisconsin, Washington, and Florida. They have held such positions as: head of a large department library, MEDLARS searcher, instructor of library education, and head of a cataloging department for branch campuses. Previous interns have also had the responsibility for setting up various libraries or divisions. It should be kept in mind that the first intern completed the program only six years ago, and that all of the interns went into the program directly from library school with little prior library experience.

An important benefit of the internship to OSUL is its value as a recruiting device. Last year there were about eighty applicants for the internship. The uniqueness of the program provides good publicity for OSUL among library school students. The program attracts many well-qualified graduates, some of whom accept other positions with OSUL. It also generates and maintains the interest

of library educators in the OSUL system. While the intern is in the program, he can have a definite effect upon the library. "His presence serves as a catalytic function which can be important. His questions can be a source which causes reexamination or forces clarification of policy and procedure." He transfers relevant information from one area to another, thus sometimes helping to solve problems and possibly to promote better relations between departments. Should the intern remain with the OSUL past the initial year (the seven previous interns have stayed on at OSUL for a total of sixteen years), OSUL gains librarians who are very well trained for its system.

The benefits of the program for the profession are the benefits for the intern turned outward. For example, the intern learns to look at the library as a whole and to see operational interrelationships. This way of viewing a library is necessary for any librarian who is going to move into a position of leadership in the profession. The intern develops this perspective early in his professional career while still fresh and eager to

tackle the problems facing modern libraries. The diversity and range of the internship challenge the intern to explore library problems, to evaluate the various alternatives, and to propose possible solutions.

The internship at the Ohio State University Libraries is a good program as judged by the interns and administrators connected with the program. It is sought by many library school graduates each year, but remains one of the few such programs in the country. When the administrators of OSUL took the initiative in 1961 to establish this program, they were leading the profession into a new area of responsibility.3 However, during the ensuing years very few academic libraries have followed the example of OSUL. Considering the fact that the internship originated on the basis of the questions and expressed the desires of library school students, the authors are disturbed by the disinterest of the library profession toward the concept of internship. The library field is currently losing prospective librarians to other professions which do have internships, or provide for some postdegree learning, or extensive in-service training. Mrs. Wilson¹ made definite recommendations for a national internship program in her article which are still valid and deserve professional consideration. She pointed out that ALA, as the organization concerned with the library profession on a national scale, should be leading the way in setting up standards for and establishing internships in the major library systems of the United States. Perhaps it is time for our library leaders, who are fascinated by the prospects of what the computer can do for future library service, to seriously consider a proposal which involves the human element of the profession.

NOTES

¹ An early evaluation, done in the second year of the program, was presented by Mrs. Celianna Wilson, the originator of the program, in *Library Journal*, v. 88, no. 11, pp. 2201-5.

² The quotations included in this paper are taken from the questionnaires.

³ The original proposal for an internship in the library profession was made by Charles Williamson in 1923. Williamson, Charles W., *Training for Library Service* (New York: The Merrymount Press, 1923), pp. 51-68.

THE LIBRARY AS ARBITER

Franklin Patterson

Over the LONG reaches of time and in the present, we have tried to pin down the library with stereotypes and glittering metaphors. On the campus, or in the catalog, it is part of standard rhetoric to refer to the library as "the heart of the institution." But we utter these words wondering if we may be trying to hide our confusions behind a cliché.

There is a Babylonian tale that asserts that the capital of the world before the Flood was named Library or Book Place. We human beings have always desired a sense of stability of knowledge, a place where the answers are—for the Babylonians, a capital of the world. Today's pundits speak of our "data-swamped civilization," perhaps thinking of the advisability of libraries placed in orbit around the Earth, because the flood of information we generate threatens to bury us. We speak of huge repositories of information accessible in microseconds, which would magically provide an-

swers—if only we knew what questions to ask. Alvin Weinberg, of Oakridge National Laboratory, goes so far as to compare the information processor of today with those Egyptian priests who controlled the irrigation dams of the Nile and who could make or break the economy of the pharaohs. Yet there is something as unsatisfactory about the new jargon of data processing in the library context as there is in older notions of the library as a warehouse for books and inert

knowledge. Somehow all of these ways of describing the library confuse information with knowledge. In a book of great intellectual elegance and substance, Language and Silence, George Steiner has asked the critical question: "In how much of what is now pouring forth do words become Word—and where is the silence needed if we are to hear that metamorphosis?"

It may just be, you know, that the young people of today, those students who cry out for "relevance," are right —we have confused information with knowledge, technology with human progress, and data acquisition with wisdom. By tradition the library wears an aura of respectability, of genteel and venerable humanism. But simply because a place is called The Library, and bears that kind of aura. does not mean it is therefore a humanistic institution. I have the uncomfortable feeling that in these times the library can be as obsessed with technique at the expense of content as any other institution, and maybe more so. And sometimes when I listen to my more technologically-oriented library friends, I fear that they forget it is only human beings who can make a human institution.

A college library, therefore, is not just books on shelves, a display of magazine covers, the paraphernalia of a study cubicle, drawers full of annotated three-by-five cards, and a computer terminal. A library is people—people reading, talking, seeing, thinking, listening; people dreaming and growing; people creating and acting. If the library misses this point, there is nothing left but a sophisticated warehouse. When this is realized, we are taking a small step forward.

The college library must not only reflect our whole culture, it must also be this culture. A library is not shelves of books, it is a process; it is communication in print, and today, we must add, in sound and in image. For we are no longer print-bound, and the library neglects these new media at its peril.

This is not mere faddism, for we do live in a sea of images, and perhaps more than at any time since the High Renaissance we are visually aware and, despite the plethora and corruption of images, more discriminating. And we are learning how to live with that flow and sequency of image called television and film. These, too, are part of the culture in which the library exists, and they too must be considered if the library is to be

part of the revolution in communications that is sweeping the world.

To view the library as bounded by print would be to restrict its response to the civilization of which it is a part. A parallel to such restriction could be seen in many libraries of the fifteenth century, which would have nothing to do with the printed book, viewing it either as the work of the devil, or as a degenerate form of the codex, and therefore irrelevant or worse.

Today, out of a print-bound past, we tend to think of the library as the very epitome of stability in an age of change, as though there could be an island which storms do not touch. Yet maybe the library is a wonderful enough institution to allow us to have our cake and eat it too. Perhaps the library can provide that "silence" George Steiner wrote about, that symbolism of historical continuity we find so necessary, as well as the busy commerce of ideas and communication that we associate with sound and image. This would require discrimination and imagination, both by the library profession and by those who support libraries.

Such change could not come overnight, nor could all of it be anticipated and well planned for. Perhaps the basic requirement for a creative future is that the library must have flexibility and openness. For the future it must be able to experiment with all forms of communication, not as mere packages of print or sound or image to be handed out over a circulation counter, but as new and creative ways of seeing our world.

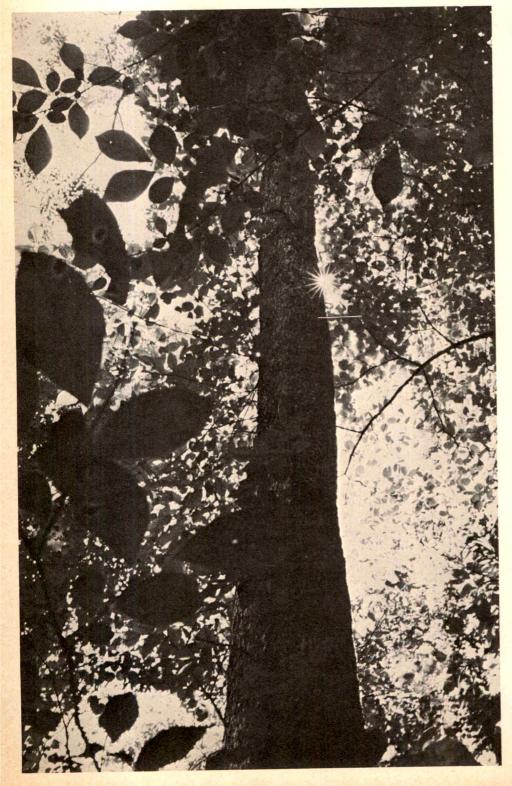
In the magnificent address that Archibald MacLeish gave two years ago in dedicating the Wallace Library in Fitchburg, he spoke of change in the phenomena of library dedication over several decades. Of the earlier time, he said: "What mattered in those far off, happy, bygone days, was the building, not the books . . . to dedicate a library in those days was to dedicate-rededicate-the past . . ." Then during the days of Joseph Mc-Carthy, "the emphasis," MacLeish said, "in the dedication of a library shifted from the building to the books ..." This was a terribly important thing to happen—our image shifted from the building, the physical symbol, to the book, the cultural symbol.

I wish to suggest that another shift is occurring before our very eyes. The book, as a symbol and artifact, is extended and altered by the revolution in modern communication. Not only are nonprint media altering the shape and form of our culture in obvious ways, but the book form itself is undergoing substantial change. A few examples may illustrate my point: three dimensional illustrations in books, the book-record combination, the programmed instruction manual requiring computer terminal and slide projector, and the intriguing logic book put out by Yale University called Wif'n'Proof, a combination text and logic game. No, we can no longer separate the book from other means of knowing and learning.

MacLeish also referred to a second change in the ritual of dedication, one to which I have already alluded, the electronic revolution. To quote Mac-Leish again: "The electronic revolution altered the human role in the terrestrial drama, promoting man from his aboriginal place at the back end of a spear or the working end of a shovel or the controls of a machine to his new place as the master of electricity, of automation." And we have only to recall the events of the past months-men on the moon and direct transmission of television pictures of the planet Mars-to realize that this revolution is a continuous one, with extraordinarily profound implications. For it is in the tensions between this revolution which produces information and the human condition which demands wisdom, that the library must not only find its home, but must also point the way.

The library is not only a user of technology, it is an arbiter between technology and humanism. Or, to put it more positively, the library orchestrates many technologies for human ends. It is uniquely situated to combine electronic and communications technology with the intellectual and cultural enterprise called education. Borrowing from the language of the biologist, we can say that the library is dependent upon, host to, and symbiotic with all other disciplines and technologies. And it is dependent on its cultural surroundings, on those who manage and operate it, and particularly on those people of vision and good will who give their support to libraries. It is because the library is not static but dynamic, is not limited but is as wide-roving as the human spirit, is not rigid with past orthodoxy but open to the future that it is an exciting institution, worthy of being at the heart of colleges, and worthy of the devotion of great patrons.

OZARKS



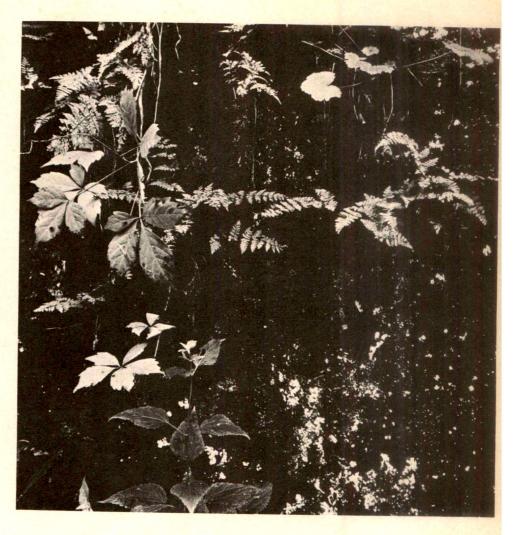
Fragments of the American Wilderness

Hardwoods growing to the sun, shutting out light by the strength of height and richness of their foliage—an open, dark, valuable place—a bank of wood lost everywhere but for fragments such as this small virgin tract near Greer Springs in Oregon County, Missouri. Such kinds of wilderness, because of their high economic value, are almost nonexistent even in the remote Ozarks.

Comments and photography by LELAND PAYTON

With additional photographs by

STEVE STELLJES



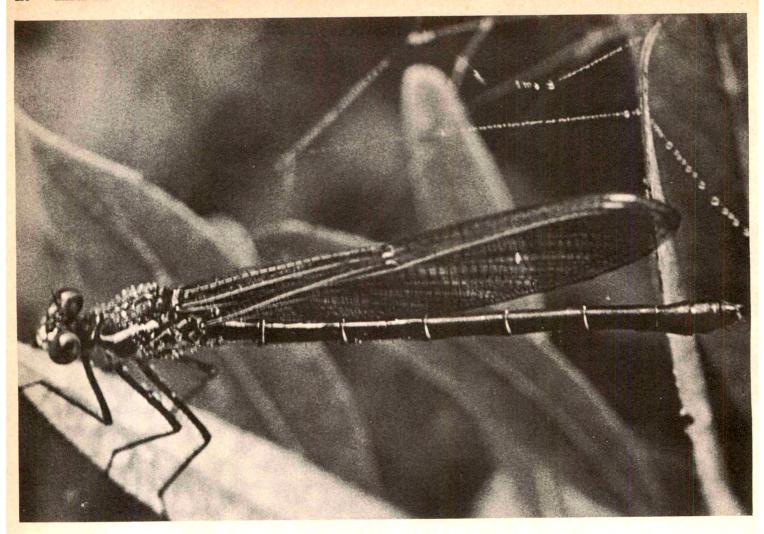
In the deeply dissected valleys of the Ozark Highlands of Missouri, Arkansas, and Oklahoma are fragments of the original American wilderness. These wilds have been spared disruption due to their remoteness and the occurrence of their harvestable resources in strips and patches of noncommercial extent. If these rare places are to survive into the future they must now be recognized for what they are and fully protected from exploitation. Some valued Ozark free-flowing rivers are partially protected by the National Scenic Riverways. Other areas are accidentally protected by game preserves, state, and national forests. Many more unique wild areas exist, waiting demise or degradation. This loss will be all the more tragic considering the small cost of the lands involved. What is it in the Ozarks we should save? The glades and the clear rivers yet have a viable wilderness aspect, and

it is possible to save them because of their nominal economic and insular ecological character.

The Ozark Highlands has been a positive land mass for the last sixty million years. Once the Mississippi embayment lapped at its south edge; more recently, the glaciers stopped at the northern Ozark foothills. It has served as a refuge at various times for plants and animals from surrounding regions. Ferns and orchids associated with cooler northern climates exist today in dark niches of Ozark ravines, holdouts from their ice age immigrant ancestors.

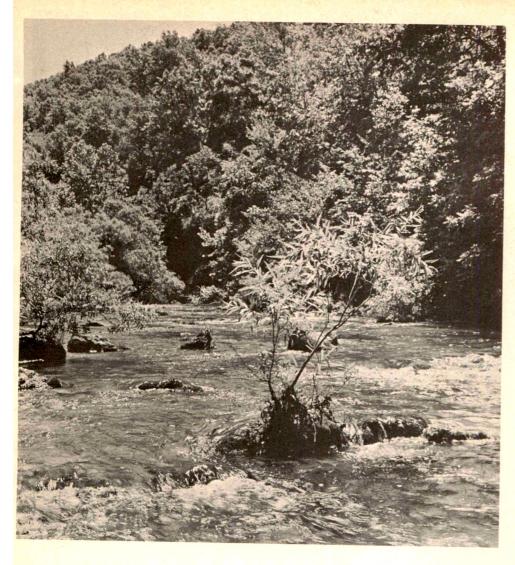
Within the Ozarks there exists two kinds of situations of special value. One is the glades, a scattered occurrence of rocky meadows where prairie plants and desert animals exist, isolated from their normal range by hundreds of miles. Here, high above

the Gasconade River in a miniature glade, big and little bluestem grasses are protected from over-grazing by narrow ledges and a two hundred foot bluff. Larger and less precariously located glades of more value are often over-grazed and destroyed. Though many of these valued natural environments are within the Mark Twain National Forest, the Forest permits grazing. Although the glades are poor pastures, and the revenue gained is minute, the cattle damage incredibly rare plants and will in time reduce the native species, bringing about a corresponding increase in weeds and alien life forms. Mark Twain Forest personnel are sensitive to this problem but need a mandate from the people to readjust their emphasis to glade policy conservation and away from the domination of exploitative land practices. This of course applies only to glades of rare or special wild value.

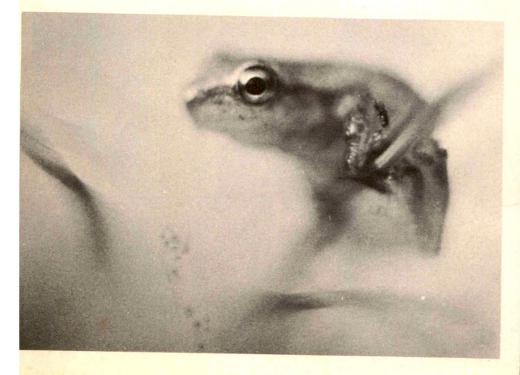




The great spring-fed Ozark rivers are broad, fast, clear, cool. They provide an abundant wild community with life, and us with the opportunity to float effortlessly through their world observing the mink, the heron, the darter in the shallows, and the wild grasses along the splashed banks by riffles and springs. Although the Current and Eleven Point Rivers are now within the National Scenic Riverways System, other rivers need protection and some should not be developed for mass tourism as the Scenic Riverways Systems tend to promote. Certain extraordinary small tributaries, too small for canoeing and too delicate for any mass recreation, should be set aside as permanent wilderness refuges.



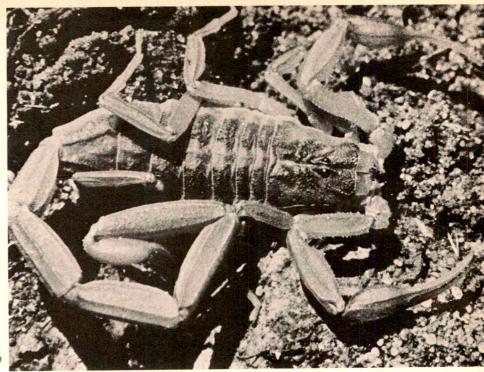
These spring-fed small streams are often associated with sections of virgin terrain. Neglected, now they are subject to the pollution of cattle and gravel operation, as well as the many small indignities unprotected areas must suffer from ignorant and thoughtless persons. Recognization of their exquisite and special nature would render perhaps more protection than the force of law. These creeks average five to fifteen miles long, and seem to contain essentially all the living components of their major trunks. Due to their relatively small size they could effectively and absolutely be kept original. The large Ozark rivers involve such tremendous areas of drainage, that unforeseen problems may eventually destroy their wilderness and original character. Associated with these small streams is a diverse and interesting flora and fauna. Even if many of these species are found elsewhere they may eventually retreat to such wild places, where by the physical nature of this terrain they may be effectively preserved. Pictured here in Steve Stelljes' close-ups are some of the more humble members of an Ozark Stream community. Even they are worthy of our attention.





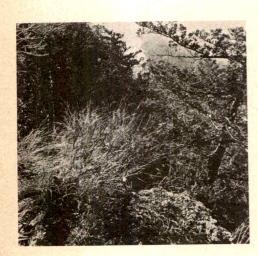
life forms, strange and incredible,...

all interlocked in a cyclic dance,



an unfolding and harmonic whole pervaded with an almost inexpressible and

deep meaning for man



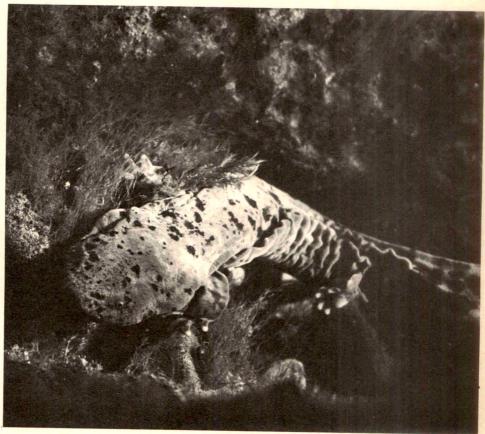


In the rushing spring-fed Ozark rivers are life forms, strange and incredible—many unknown in their complex life histories, all interlocked in a cyclic dance, an unfolding and harmonic whole pervaded with an almost inexpressible and deep meaning for man.

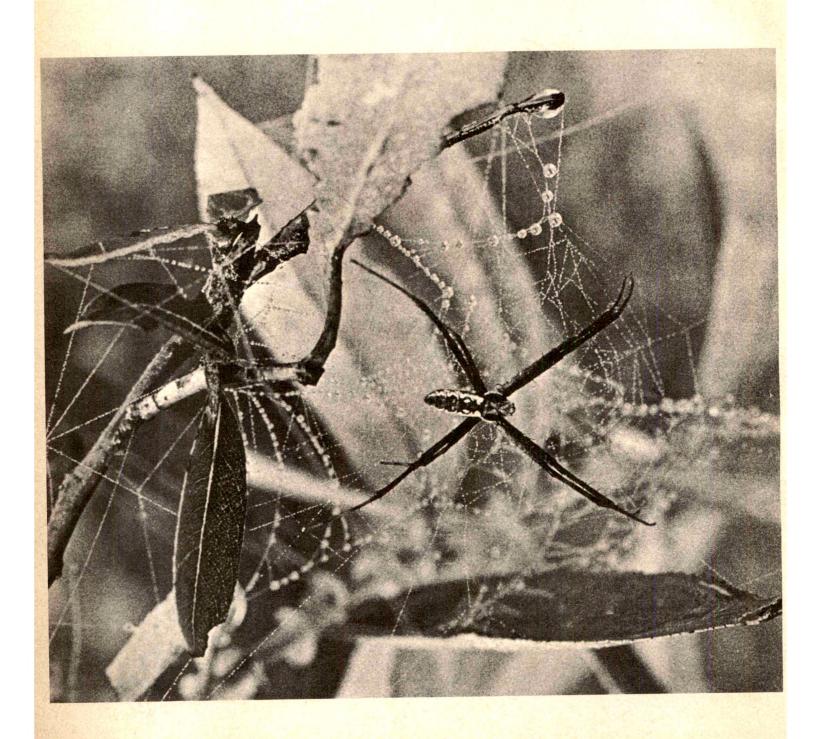
Darters, as shown, are small bright fish that prowl the chert beds of Ozark streams. The hellbender, a giant and ancient salamander seemingly frozen from change, still persists here. As shown, the cycle turns and the hellbender's skeleton lies on the bottom beneath the ever-moving waters, picked clean by the crayfish he would have once devoured. The crayfish flips backward in an escape tactic probably invented before the era of the dinosaur.

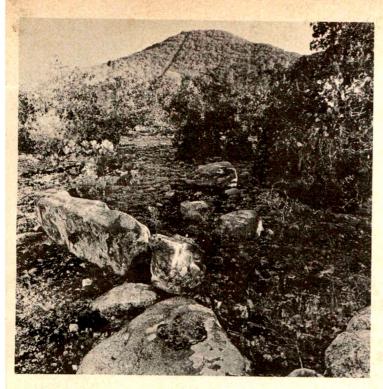






many more unique wild areas exist, waiting demise or degradation







we must find other pure systems, such as the glades

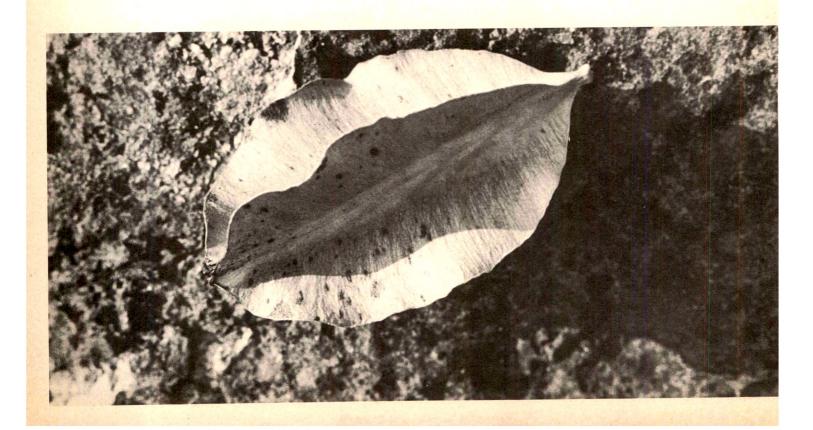
and the springfed creeks and rivers, and preserve them as living, workable native earth and life

As in the case of the small springfed Ozark creeks, the glades have, by their small size and lack of major economic value, become one of the last chances to preserve original wilderness. These barrens are distributed throughout the Ozarks and occur within several kinds of rock formation. They usually occur on the steep slopes of certain dolomitic hills of the White River system and they may in part be caused by the absence of chert in that particular formation. Chert seems to hold soil, and its absence helps create glade conditions. At any rate, the strike of the sun and the lack of soil accumulation has produced a treeless barren; a miniature savanna inhabited by drought resistant grasses and forbs, complete with stunted bushes and small tortured

trees. During one of the arid interglacial periods, many animals and plants now confined to the Southwestern United States advanced into the Ozarks and are now confined to these scattered semideserts. Their aspect is unique and unforgettable. Upon a lichen-covered rock sits a collared lizard, under which is a scorpion, beside which grows a Yucca-all of which is surrounded by a normal deciduous forest. These islands of zoogeographic relics are of an unearthly beauty. They need recognition, study, and protection. Currently marginal grazing and invading cedars (caused by the grazing and protection from the fires which once kept them open) are the glades biggest threats, but many are used as refuge dumps.

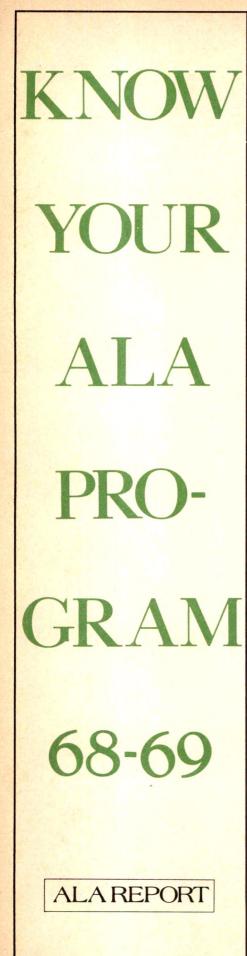
We cannot save the massive hardwood and pine forests which once stood along the big rivers in the Ozarks. These tracks of gigantic trees are not left to protect; they have all been timbered. Gone too are major components of their ecosystems, the grey wolf, the bear, the puma, the elk. We must find other pure systems, such as the glades and the spring-fed creeks and rivers, and preserve them as living, workable native earth and life. They will be our last chance for this large area. The leaving of these small places to those life forms which can truly inhabit them is just; it is also the highest and best use man can make of these particular situations, indeed almost the only lasting use. Man has come to the rough, broken parts of the Ozarks and cut the trees, plowed the steep slopes, and over-taxed all the gifts of the land, breeding himself into a poor and wretched existence. The subsequent population decline has left rude marks of this failure to understand the environment. The children of the man buried in the overgrown cemetery are now likely slum dwellers in a ghetto in St. Louis or Chicago. Saving glades and clear waters is compatible with survival. Understanding and sensitivity to our universe, our environment, and our land is our only key to a rapidly closing door-the future of man.







nderstanding and sensitivity to our universe, our environment, and our land is our only key to a rapidly closing door—the future of man



Last of a three-part series based on the "Program Memorandum" (10th edition) prepared by ALA Headquarters staff at the request of the Program Evaluation and Budget Committee (PEBCO). It is intended to be used by the officers and committee chairmen and members of ALA and all of its units in their efforts to relate the parts of the Association's program to the whole effort.

Library Education and Accreditation

Studies and Projects. A revision of the "Position Paper on Education and Manpower for Librarianship," prepared by the director of the Office for Library Education (OLE), will be presented to the Executive Board in the form of a Policy Statement, for consideration as official ALA policy by Council. The Advisory Committee of OLE has been made a standing ALA committee.

The Library Education Division (LED) Special Committee on Training Programs for Supportive Library Staff is exploring means of implementing Criteria for Programs to Prepare Library Technical Assistants, a document which has been adopted as official policy of the Division.

Two surveys of current practices of American libraries and library schools pertaining to the employment of foreign-trained applicants and the admission of foreign students are being conducted by the LED Equivalencies and Reciprocity Committee. Funds to finance the surveys have been made available by a grant from the H.W. Wilson Foundation to OLE.

The LED Publications Committee has developed a questionnaire to evaluate ALA publishing in terms of its usefulness to library education and training, and to identify areas in which additional publication is needed.

The Media Research Committee of the LED Teachers Section is investigating the possibility of cosponsoring with a library school an institute for library school faculty on the use of nonprint media in library school instruction in the fall of 1970.

The American Association of State Libraries (ASL)/LED Interdivisional Committee on Education for State Library Personnel expects to complete its study of continuing education needs in the spring of 1970. The committee will hold two special meetings, made possible by a grant from the

H.W. Wilson Foundation to OLE for consultation with specialists in the field.

The American Association of Schoo Librarians (AASL) is cooperating with LED and the Committee on Ac creditation (COA) in an effort to ex change services and communication with the National Council for the Ac creditation of Teacher Education (NCATE). A list of persons used by NCATE on visitation teams to ac credit programs of education in col leges and universities will be updated and will include persons from all geo graphical areas if possible.

A survey of certification require ments will be made by AASL through the Chief State School Officer in each state. The materials gathered will en able AASL to work more effectively with the states and will provide a file of material to answer questions that arise in this area.

Meetings. As a result of a proposal prepared by the Committee on Library Service to an Aging Population of the Adult Services Division (ASD) the Wayne State University Department of Library Science, with the assistance of both the Department of Gerontology and ASD, cosponsored ar Institute on Library Service to the Aging, October 12–17, 1969, funded by the U.S. Office of Education. A report with guidelines for training librarians working with the aging will be published.

The Committee on Accreditation (COA) will hold an orientation ses sion during the 1970 Midwinter Meeting for representatives of schools known to be working toward accreditation. Support is being sought for four special meetings of the COA Subcommittee to Consider Revision of the Standards for Accreditation.

A preconference institute sponsored by the Library Education Division (LED) Equivalencies and Reciprocity Committee at the Annual Conference Detroit, June 1970, will deal with over seas education and training for librarianship, the evaluation of credentials of foreign-trained librarians for American library positions, and American library schools' admission practices in regard to foreign applicants.

Publications. Continuing Education for Librarians—1970, a directory of conferences, institutes, workshops and short courses, will be published both in the Library Education Division (LED) Newsletter and as a priced separate. Three supplements augment

the basic directory, published in December, 1969.

The 1969 edition of Financial Assistance for Library Education, covering the academic year 1970–71, has been prepared by the LED Committee for Revision of Financial Assistance for Library Education. The publication, distributed through the ALA Office for Recruitment, lists scholarships, fellowships, grants, and other forms of financial assistance available to students enrolled in library education programs.

Criteria for Programs to Prepare Library Technical Assistants will be published together with the 1968 report of the Interdivisional Ad Hoc Committee of LED and the Library Administration Division, The Subprofessional or Technical Assistant: A Statement of Definition. The two reports provide guidelines for the training and library utilization of library technical assistants.

The study of specialist programs at the postmaster's level, for which the Committee on Accreditation (COA) received a J. Morris Jones-World Book Encyclopedia-ALA Goals Award, has been completed by the investigator, Dr. J. Periam Danton, and will be published at an early date.

COA is using the report, Accreditation in Librarianship, issued last May by the National Commission on Accrediting, as a general information piece to explain ALA's policies and procedures in the area of accreditation. The report, one of a series describing the accrediting procedures employed by the national organizations that are recognized by the NCA for accrediting professional education, will also be published in an issue of American Libraries.

The North American Library Education Directory and Statistics, 1968–70, cosponsored by the Statistics Committee for Library Education of the Library Administration Division (LAD) Section on Library Organization and Management (LOMS) and the School of Library and Information Science—the University of Wisconsin at Milwaukee—will be published in 1970.

The Audiovisual Advisory Committee of the Association of Hospital and Institution Libraries (AHIL), a subcommittee of the ALA Audiovisual Committee, has set up an Audiovisual Review Subcommittee which is compiling annotated lists identifying and evaluating films, tapes, and recordings of use in the orientation and training

of librarians and volunteers in the areas of concern to AHIL. The lists will be published first in the AHIL Quarterly, with the possibility of cumulation and separate publication later.

Recruitment

The Office for Recruitment, formerly a part of the Library Administration Division (LAD), has been established as a separate unit of ALA. Its newly appointed director (as of December 1, 1969) will report to the Deputy Executive Director. The Committee on Organization (COO) has been requested to recommend to Council the establishment of an ALA advisory committee to the Office to replace the LAD committee that has served in this capacity previously.

The Office will continue in its program of 1) stimulation of state and regional recruitment programs; 2) planning and coordination at the national level; 3) liaison with both paid and volunteer projects; 4) education and training in recruiting via meetings and publications; 5) continuation of nationwide correspondence, advertising, publications; and 6) work with other national groups, as well as developing new approaches to the recruiting problem.

The Office contributes exhibits and materials to workshops, state association meetings, and to the American Personnel and Guidance Association convention with the cooperation of the ALA Recruitment Network. It will continue the production and distribution of materials, including reprints from periodicals, and the placement of advertisements in appropriate periodicals.

Library Legislation

A revised statement of responsibility for the Committee on Legislation was approved by the Committee on Organization (COO) and adopted by ALA Council in Atlantic City on June 27, 1969. The statement reads:

To have full responsibility for the Association's total legislative program on all levels—federal, state, and local;

To recommend legislative policy and programs for Council approval and to take the necessary steps for implementation;

To protest any legislation or executive policy adversely affecting libraries;

To seek rulings and interpretations of laws and regulations affecting the welfare and development of libraries:

To represent the ALA before executive

and legislative branches of government as required at all levels;

To provide a forum within ALA to gather information about needed legislation and to keep all units of the Association informed of the ALA legislative program;

To direct the activities of all units of the Association in matters relating to legislation.

With regard to the functions of the divisional legislative subcommittees, the Committee adopted the following revised statement at the Atlantic City Conference on June 24, 1969:

Study possible legislative needs in the Division's area of responsibility, and review and coordinate legislative proposals devised by other units of the Division;

Gather from the field reaction to legislation, guidelines, and regulations affecting matters of divisional concern;

Plan in cooperation with the Committee on Legislation for organization and action at all levels—national, state, and local—in order to mobilize support for pending legislation in the Division's area of responsibility;

Study pending and completed legislation to identify implications in the Division's area of responsibility, and keep the membership of the Division informed on pending and completed legislation and on its implementation;

Work with other Division Legislation Subcommittees on matters of mutual concern;

Work regularly with the Division Board, and report the Division's position to the Committee on Legislation for information and action.

The Committee on Legislation has completed a thorough revision of the ALA Federal Legislative Policy, which reflects ALA support for implementation of the recommendations of the National Advisory Commission on Libraries, and new developments in fields such as copyright and intellectual freedom. The brochure is now available in single copies or in quantity from the Publishing Services Department.

Legislative activity concerning library interests has been extensive. The presentation of the Administration's revised education budget, April 15, required concentrated action to focus attention on the fact that the new Administration urged a \$370 million cutback in U.S. Office of Education (USOE) programs, with 25 percent of that amount to be clashed from the three major library programs-Elementary and Secondary Education Act (ESEA), Title II; Higher Education Act (HEA), Title II; and Library Services and Construction Act (LSCA). That same week (National

"Black Thursday" really on Tuesday?

Black Thursday may not be that fateful October 24th in 1929 when the stock market crashed. Some historians prefer citing the next Monday or Tuesday as the decisive day. More trading was done on those days than on the much-mentioned Black Thursday. How has history become so confused? Because the right information on the Depression Years was hard to find. We say was because we are micropublishing reports of the Depression Years from 10 geographically and politically diverse American newspapers for the years 1929 through 1938. These are complete microfilm files through the entire historic 12-year period. The Wall Street Journal. The New Orleans Times-Picayune. The Chicago Tribune. The Spokane Chron-

icle. The Charleston News & Courier. The Kansas City Star-Times. The Miami Herald. The Phoenix Gazette. The Tulsa World. The San Francisco Examiner. We've broken our Depression Years program down into three distinct packages: The Crash and Depression, Roosevelt's Campaign and First Administration, Recovery and

Movement Toward World War II. The package, complete with paper prints of front pages for some of the most decisive days in this historic period, costs only \$10,000. Sections available from \$132.

As a bonus, you receive with each period you order, works by Bakke, Schlesinger or Schumpeter, indexing the historical, sociological and economic effects of The Great Depression on the American citizen and his foreign neighbors. When ordering periods separately, the choice of subject emphasis is yours. If you order the full Depression Years program, you'll receive, free, the selected works of all three authors.

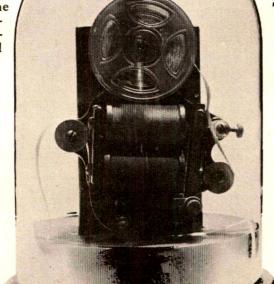
The Depression Years in microfilm is another of our specially designed Micro Photo educational pack-

> age micropublications, proving our commitment to scholarly fields and our creative capability to offer significant information from qualified sources.

For additional information please write:

The Micropublishers MICRO PHOTO DIVISION
Old Mansfield Rd., Wooster, Ohio 44691





Library Week), the ALA President launched a nationwide campaign to marshal support against the proposed library reductions. Subsequently, a coalition of education organizations was formed at the national level, the Emergency Committee for Full Funding of Education Programs. This united effort, combined with a "March on Washington," mobilized by the American Library Trustee Association (ALTA) and assisted by the National Citizens Committee to Save Education and Library Funds, culminated in the House in a victory for the education community. Over \$1 billion dollars was added to the 1970 education budget during the three-day debate on the 1970 Health, Education & Welfare (HEW) Appropriations Act (HR 13111). In the Senate, hearings have been delayed in unprecedented fashion, necessitating passage of a second continuing resolution to keep programs in operation until final action is completed on the regular appropriations, which is not likely to come until the end of the year.

As for the status of the National Commission on Libraries and Information Science, the House reported HR 10666, sponsored by thirty-one Congressmen from "both sides of the aisle," May 14, recommending favorable action, and the bill is now awaiting clearance by the Rules Committee. S1519, the Senate companion measure, sponsored by twenty bipartisan Senators, was passed May 23.

Both bills, although not identical in form, would 1) affirm it to be the policy of the United States that library and information services adequate to meet the needs of the people of the United States are essential to achieve national goals and to utilize most effectively the Nation's educational resources, and that the Federal Government will cooperate with state and local governments and public and private agencies in assuring optimum provision of such services; and 2) establish a National Commission on Libraries and Information Science which would, among other duties, advise the President and the Congress on the implementation of the national policy. The principal differences in the two versions are in location of the Commission in the government structure and in authorization of appropriations. HR 10666 would establish the Commission as an independent agency within the executive branch with the HEW providing the necessary administrative services

while \$1519 would establish the Commission in the Office of the Secretary of HEW with HEW providing the necessary administrative services. To carry out the work of the Commission, the House bill authorizes \$500,000 for fiscal year 1970, and for each succeeding fiscal year such sums as may be appropriated by the Congress; the Senate bill authorizes \$500,000 for fiscal year 1970, \$750,000 for the fiscal year ending June 30, 1971, and for each succeeding fiscal year.

ESEA Amendments of 1969 are still hanging fire, awaiting committee action in the Senate. The House passed a two-year extension April 23 (HR 514). It is expected that the Senate will report a modified version calling for a three-year extension with a consolidation of Title II of ESEA and Title III of the National Defense Education Act (NDEA). However, there is nothing official to substantiate this at the present time.

Tax reform and copyright revision are the other major issues which have involved meetings with various outside groups and organizations. Representatives of "501(c)(3)" organizations (tax exempt) met regularly at the Urban Coalition Headquarters to consider the crippling effects of the House-passed Tax Reform Act (HR 13270) on foundations, and on charitable contributions to tax-exempt institutions. Prior to House enactment of the bill, ALA was successful in winning support for a special provision in the legislation which places library associations, museums, learned societies, and similar organizations under a new category, "operating foundations." This provision recognizes that such organizations "make a significant contribution to the framework of American culture." In other respects, ALA has supported the general objectives of tax reform in its formal statements filed with the responsible House and Senate Committees. As this is being written, the Senate Finance Committee is meeting in executive session to "mark up" their version of the omnibus tax bill. It is expected that the Senate amendments will result in a substantial revision of the House-passed bill and will set the stage for a long and heated House-Senate conference.

The staff of the Senate Copyright Subcommittee is currently working on the language of the Senate version of the Copyright Revision Bill (S.543) with the aim of having the Subcommittee report the bill to the full

Senate Judiciary Committee before the Christmas recess. Presumably, the full Committee will report the bill to the Senate shortly thereafter, with Senate floor action to follow, probably not until the second session convenes in January. Although no further public hearings have been held during 1969, library groups, working through the Register of Copyrights in the Library of Congress, have been holding meetings with representatives of authors and publishers in an effort to gain agreement on an amendment to the bill satisfactory to libraries. These efforts apparently have failed. Efforts are under way to secure action by librarians, trustees, and friends of libraries in contacting Senators in support of an amendment to S. 543 confirming the library's right to make a single copy for a user without risking the claim of copyright infringement. Without such legal protection, libraries might be required to abandon photocopying to the detriment of scholarship and research.

ALTA's "March on Washington" took place on July 9, 1969 when over one hundred trustees and interested citizens gathered on Capitol Hill. They met in a briefing session and heard statements from key congressional leaders before dispersing to caucus with their congressmen. An afternoon press conference revealed the impact of the "March" and stimulated further action on a local level. Other trustees participated indirectly by sending letters or telegrams and/or holding local press conferences.

A meeting with the President of the United States was arranged by ALTA on October 21. Under the leadership of the ALTA President, a delegation of thirteen trustees, the Director of the ALA Washington Office, and the President of ALA spent forty minutes talking with President Nixon about matters of library concern. Specific topics covered were a White House Conference on libraries, establishment of the proposed national commission on libraries, federal funding for library programs, and the importance of libraries to America's society.

ALTA secured an appointment with James Allen, Commissioner of Education, following the meeting with the President, to present to the administration the concern of trustees over library funding and priorities. The delegation was able to discuss funding, the proposed National Commission on Libraries and Information Science, and the Office of Education's

"Right to Read" program. The Commissioner agreed that libraries are centrally important to the latter program and must be incorporated into any federal plans to implement it.

The Library Services to the Disadvantaged Child Committee, Children's Services Division (CSD), is working to have national legislation on Day Care Center programs include provision for the financing of materials.

Publishing for the Profession

All ALA publishing activities are coordinated under the direction of the Associate Director for Publishing Services. The ALA Editorial Committee determines needs of the profession and arranges for the publication of manuscripts that will meet those needs. All other units of ALA may commission or prepare a variety of separate items for publication by ALA, and may promote the publication of needed materials by publishers outside of ALA. The ALA Publishing Board establishes publishing policies with the approval of the Executive Board and with benefit of counsel from other bodies of the Association.

American Libraries: Bulletin of the American Library Association is the title of a completely new publication replacing the ALA Bulletin. Beginning in January 1970, it will continue to appear monthly, except bimonthly in July-August, for 11 issues a year. It is free to Association members, and not available by subscription; single copies are \$1.50.

An important part of the publishing program is the publication of thirty other serials, listed below:

ACRL News. Association of College and Research Libraries (ACRL). 11 issues. A news supplement to College and Research Libraries. Free to members; included in subscription to CRL (see below).

ALA Headquarters Reporter. ALA Headquarters Staff Association. Irregular. Free to ALA headquarters staff and ALA Executive Board; not available by subscription.

ALA Public Relations Reporter. ALA Public Relations Office (PRO) Monthly. Subscription, \$8 per year.

AHIL Quarterly. Association of Hospital and Institution Libraries (AHIL). Quarterly. Free to Division members; not available by subscription.

Armed Forces Librarians Newsletter. Armed Forces Librarians Section, Public Library Association (PLA). Spring and Fall issues. Free to section members; not available by subscription.

The Booklist (formerly The Booklist and Subscription Books Bulletin). ALA Publishing Services. 23 issues. Twice a month, September through July, once in August. Subscription, \$10 a year; single copies, 65¢.

Choice. Association of College and Research Libraries (ACRL). 11 issues. Monthly except bimonthly July-August. Subscription, \$20 a year; single copies, \$2. Reviews on cards; subscription, \$80 per year.

College and Research Libraries. Association of College and Research Libraries (ACRL). 6 bimonthly journals and 11 newsletters (ACRL News). Free to Division members; subscription, \$10 a year; single copies, \$1.50.

Exhibit. Exhibits Round Table (ERT). Quarterly. Free to Round Table members; not available by subscription.

Facts and Faces, The ALA Council. Distributed to registrants at the Annual Conference. An illustrated biographical handbook prepared annually by the Reference Services Division (RSD) in cooperation with the H.W. Wilson Company.

Journal of Library Automation. Information Science and Automation Division (ISAD). Quarterly. A journal of professional research, publishing works in the fields of library automation and information science and reviews of books of interest. Free to Division members; subscription, \$15 per year (including subscription to Jola Technical Communication—see below); single copies, \$3.50.

Jola Technical Communications. Sent to all ISAD members. Monthly. Subscription included as part of that to Journal of Library Automation (above).

Just Between Ourselves. Public Library Association (PLA). 3 issues. Free to Division members; not available by subscription.

Leads, a Fact Sheet. International Relations Round Table (IRRT). Quarterly. Free to Round Table members; not available by subscription.

Library Resources and Technical Services. Resources and Technical Services Division (RTSD). Quarterly. Free to Division members; subscription, \$5 a year; single copies, \$1.25.

Library Services to Labor Newsletter. (AFL/CIO-ALA[ASD] Joint Committee on Library Service to Labor Groups). Two issues. Free to Division members and selected labor

officials; not available by subscription.

Library Technology Reports. Library Technology Program (LTP). 6 issues, bimonthly. Subscription, \$100 a year; single copies, \$20 (\$17 to subscribers).

Library Technology Reports: Portfolio Series. Library Technology Program (LTP). To date single subject issues at \$35 each.

News and Views. Round Table on Library Service to the Blind. Two issues. Free to members of the Round Table; not available by subscription.

Newsletter. Adult Services Division (ASD). 4 issues. Free to Division members; not available by subscription

Newsletter. Library Education Division (LED). Quarterly. Free to Division members; not available by subscription.

Newsletter on Intellectual Freedom. ALA Intellectual Freedom Committee. 6 issues. Price, \$5 a year; five (5) subscriptions to the same address, \$22.50; ten (10) or more, \$4.00 each.

President's Newsletter. American Association of State Libraries (ASL). Two issues. Free to Division members; not available by subscription.

Promotionally Speaking. ALA Membership Promotion Office. Monthly. Free to Membership Committee; not available by subscription.

Public Library Trustee. American Library Trustee Association (ALTA). Quarterly. Free to Division members; not available by subscription.

Recruitment Newsletter. Office for Recruitment (OFR). Quarterly. Free to members of the recruiting network; not available by subscription.

RQ. Reference Services Division (RSD). Four issues. Free to members of RSD; not available by subscription. Indexes to all volumes to be published in the last issue of the volume. Format redesigned effective with the Fall 1969 issue.

School Libraries. American Association of School Librarians (AASL). Quarterly. Free to AASL members; not available by subscription.

Sort. Staff Organizations Round Table. Quarterly. Free to members of the Round Table; not available by subscription.

Top of the News. Children's Services Division (CSD) and Young Adult Services Division (YASD). Quarterly. Free to members of the Divisions; not available by subscription.

Washington Newsletter. ALA Washington Office. Irregular (minimum of 12 issues). Subscription, \$5 a year.

International Relations

The International Relations Office (IRO) is charged with responsibility for: offering professional assistance to foundations and government agencies to identify, develop, administer, and evaluate projects or plans involving libraries or library materials abroad and the international aspects of library programs at home, and in these terms, giving professional assistance and counsel to other agencies, institutions, and individuals; assisting in the promotion of the exchange of persons and facilitating the operation of exchange programs; offering particular assistance to programs of library education and training either in the promotion of programs abroad or the utilization of U.S. training for librarians from abroad; aiding selected programs for the distribution of library materials abroad; disseminating pertinent information abroad about the state of librarianship at home and to all interested parties at home and abroad information about the international activities of the ALA; and assisting the International Relations Committee (IRC) in its work, including the proper coordination of related activities of other units of the Association.

IRO is administering the final phases of Ford Foundation grants for assistance in rehabilitating the library of the University of Algiers, developing the library collection of Haile Sellassie I University in Addis Ababa, and developing the central, science, and educational libraries at the University of Brasilia. It also administers a Rockefeller Foundation grant to assist the University of Delhi to expand and develop its program of library education.

IRO has been assigned responsibility for administering the Multi-National Librarian Project of the Department of State. This program includes a three-week seminar in librarianship at a U.S. library school, a six-week internship in libraries appropriate to the visitor's needs, and a six-week observation and study tour.

Other activities of IRO include: assisting librarians from abroad to schedule study tours of the U.S.; advising librarians and others about libraries and library education in the U.S. and abroad; maintaining a roster of qualified librarians interested in working abroad; advising librarians of openings overseas which come to ALA's attention; maintaining ALA's

liaison with other organizations, institutions, and individuals concerned with book and library activity abroad. The Office recently revised its *Gift Book Programs for Libraries*, a brochure describing the activities of selected U.S. organizations sending donated books abroad.

The growing attention paid by the U.S. Agency for International Development (AID) to the role of books and libraries in economic development projects resulted in a contract between AID and ALA. ALA provides the agency with continuing advice and technical assistance. A project officer, an assistant project officer, and a secretary work full time developing and implementing library programs in Africa, Asia, and Latin America. An ALA library adviser is presently assigned to the AID Mission in Venezuela to assist that country in national library planning and university library development. IRO is negotiating with AID Missions in other countries for similar advisers. The Project Officer recently consulted with officials in Colombia, Ecuador, and Venezuela about proposed school and university library development programs.

The International Relations Committee (IRC), working with division representatives, accredited Association members attending the annual general council sessions of the International Federation of Library Associations (IFLA). The ALA delegation to the 35th General Council Sessions held in Copenhagen on August 25-30. 1969 was led by the IFLA vice-president, a delegate from ALA. An ALA delegate read a paper on Library Education and Research in Librarianship at the plenary session. Another ALA member presented a paper in which the feasibility of an international library school was explored, and a third ALA delegate chaired the meetings of the Committee on Education.

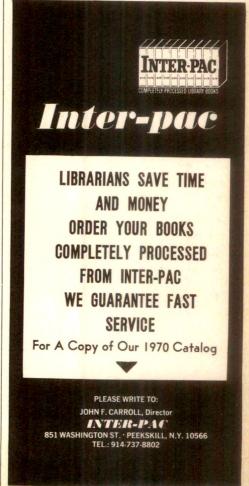
The IRC Subcommittee to Aid Italian Libraries supported the work of U.S. consultants advising the National Central Library in Florence on certain administrative matters and on a program of aid to the Biblioteca Vieusseux. The subcommittee was charged with the expenditures of funds donated to ALA for relief of Italian libraries. Having recently completed its work, the subcommittee was terminated.

The Committee for Liaison with Japanese Librarians, an IRC subcommittee, is presently engaged in the follow-up program of a conference held in Japan in May 1969 on the role of libraries in higher education and research; regular visits of American librarians to Japan; and a systematic program by which Japanese librarians might regularly visit the United States for study, observation, and consultation.

Other IRC subcommittees include the UNESCO Panel, which serves as a communication link between UNES-CO, ALA, and other interested organizations and the library profession, and advisory committees for the development programs at the Universities of Brasilia and Delhi.

Various division international relations committees are organized as subcommittees of the IRC.

A proposal drafted by the International Relations Subcommittee, Children's Services Division (CSD), for the automatic annual selection of small collections of U.S. children's books to be sent to children's book depositories of international importance by the Children's Book Council (CBC), and known as the Margaret C. Scoggin Collection, has been presented to the Board of Directors of the Division. Action will be taken during the



1970 Midwinter Meeting, Chicago, January.

CSD, through its representation on the Executive Committee for the U.S. Section of International Board on Books for Young People (IBBY), and the Subcommittee of the ALA IRC participated in the Biennale of Illustrations Bratislava (BIB), September-October 1969. Selection of illustrations by U.S. artists for children's books to be submitted were made by the CSD committee. Selection of a member of the jury from the U.S. was made by the Executive Committee for the U.S. Section. The chairman of the CSD committee attended the opening of BIB.

1968 Children's Books of International Interest, selected by the CSD Subcommittee of IRC, was prepared for distribution to the Children's Subsection, Public Library Section, of IFLA at the Copenhagen Conference, 1969.

A representative of the American Association of School Librarians (AASL) is the chairman of the ad hoc Committee for International School Library Development of the World Confederation of Organizations of the Teaching Profession (WCOTP). The Sydney, Australia program in 1970 will be a culmination of the three prior conferences in Vancouver, Dublin, and Abidjan. The program will be an all-day conference ending with a reception for the executive committee and delegates to WCOTP and the participants in the school library conference. "International School Library Development," a preprint of articles to appear in the ALA Bulletin 1969-70 is available in limited supply and was used in connection with the meeting of the ad hoc Committee of WCOTP at Abidjan. The preprint featured internationally known leaders in school libraries from five continents and was edited by the chairman of the WCOTP Committee.

Articles of merit for translation are being gathered by the AASL Subcommittee. These will be assessed and translated into the language of the country where the need seems greatest or has been evidenced by requests for assistance.

The Resources and Technical Services Division (RTSD) International Relations Subcommittee and the Council of Regional Groups are cooperating with the IRO in planning for the entertainment of foreign technical services librarians who visit the U.S.

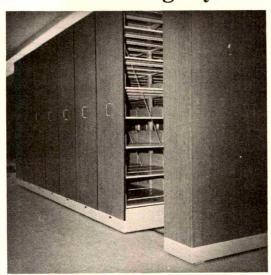
Other units of ALA carry on activities in the field of international relations. The International Relations Round Table (IRRT) has sponsored the third edition of Foreign Service Directory of American Librarians, containing a listing of the overseas experience of many American librarians, and hosts a reception in honor of foreign librarians attending the annual ALA Conference.

Two librarians nominated by ALA and appointed by the White House serve on the Government Advisory Committee on International Book and Library Programs, and the IRO Director attends meetings as ALA's official observer.

The European Subsection, Armed Forces Librarians Section (AFLS) of the Public Library Association (PLA), held its annual meeting in Wiesbaden, Germany, July 24-25. The program included speeches on Expressionism in German literature, and on management and supervision of personnel.

The Asia Foundation has given ALA a renewal grant of one thousand dollars to support the activities of the Library Education Division (LED) Asia Foundation Grant Committee. By October 20, 1969, five travel grants

NEW! Magic Aisle® solid state storage systems



Steel shelving units are mounted on "carriages," designed to handle loads up to 300 tons. The carriages, controlled electrically or manually, travel on steel tracks. When not in use, all carriages remain in position immediately adjacent to each other. When access to a particular file, rack or shelf is required, all adjacent carriages can be easily moved in either direction to create an aisle.

NOTICE THESE OUTSTANDING FEATURES

- Gives "Solid State" storage with up to
 Easy installation in new or existing 100% increase in capacity over regular shelving.
- Use for books, bound periodicals, tapes, films or files. Available in either manual or electric models.
- MAGIC AISLE protects your books from dirt and light.
- Up to 100% increase in existing capacity within the same area.
- buildings.
- Your existing shelving may be re-used. Concentration of books reduces walking and filing time by 50%
- Electronic or manual operation insures effortless filing with maximum speed.
- Solid State Engineering and metal construction for maximum reliability, durability and protection for your records and personnel.

Magic Aisle may be installed at a cost less than conventional storage systems, and continues to save both time and money for years to come.

Distributor:

W. R. AMES COMPANY

A Subsidiary of The Rucker Company

Write to us at 1000 Ames Ave., Milpitas, California 95035. (408) 262-1000.

for attendance at state or regional library conferences had been made to Asian foreign students studying in U.S. accredited schools. In addition to travel grants, complimentary ALA memberships will be awarded to selected librarians in Asia.

During the 1969 fall semester the LED Bogle Memorial Fund Committee authorized two travel grants for foreign students' attendance at state library association meetings. The Bogle Memorial Fund complements the Asia Foundation Grant by providing travel assistance for participation in professional meetings to foreign students in accredited library schools in the U.S. who are not eligible for similar assistance from the Asia Foundation Grant.

The CSD Selection of Foreign Children's Books Committee made the selection of titles to be included in the 1970 Package Library of Foreign Children's Books. The Language Package Program, initiated and sponsored by CSD, makes it easy for librarians and teachers to obtain selected foreign children's books. Titles are chosen for their attractiveness and interest, and may be purchased individually or as a package. Included are books in French, Italian, Polish, German, Japanese, Russian, Swedish, Hebrew, Norwegian, and Spanish.

The papers of the first Japan-U.S. Conference on Libraries and Information Science in Higher Education are being edited for publication in 1970.

During 1968–69 ALA Publishing Services granted translation permissions in twenty-six languages. The most popular title was the Anglo-American Cataloging Rules, ALA, Chicago 1967, for which permission was granted for translation into twenty-two languages. Translations of ALA publications in process and that should be completed during the year are Greek, Italian, and French editions of Anglo-American Cataloging Code and a Portuguese translation of ALA Rules for Filing Catalog Cards.

A translation from the original Swedish of *Bibliotek I Sverige*, which reviews the origin and development and presents facilities and resources of Swedish libraries, is scheduled for publication in 1970. The English title will be *Libraries in Sweden*.

At the invitation of the Library Association of Australia, the director of the Office for Library Education (OLE) presented a paper on Library Education in the U.S. at its 1969 conference, Adelaide, and conferred with

librarians and library educators in several other Australian cities on matters pertaining to library education. At the invitation of the New Zealand Library Association, the director met with the Working Party on Library Education in Wellington in August to discuss a proposal to raise the academic level of library education in that country.

Liaison with other Organizations and Units

As the generally recognized representative of the library profession, ALA maintains liaison with governmental agencies, foundations, other library associations (state, regional, and national), and other associations with related interests. These relationships are of various kinds and take place at various levels.

Shared Units. The American Association of School Librarians (AASL), a division of ALA and since 1960 a department of the National Education Association (NEA), has become an Associated Organization of NEA as a result of that organization's reclassification of its departments. AASL continues to maintain the office of its assistant executive secretary at the NEA Center in Washington, D.C.

Joint Committees and Affiliated National Organizations. ALA maintains joint committees with the American Book Publishers Council Committee on Reading Development; the American Booksellers Association, and Antiquarian Booksellers Association of America; the Canadian Library Association; the Catholic Library Association; the Children's Book Council: and the National Education Association, and participates in an Ad Hoc Joint Committee on National Library Information Systems with representatives from the Medical Library Association, the Special Libraries Association, the American Society for Information Science, the American Association of Law Libraries, the Association of Research Libraries, and the Council of National Library Associations. Six divisions participate in joint committees with other organizations, and eleven associations (see ALA Bulletin, November 1969, pp. 1445 -46) are affiliated with ALA.

The Joint Committee on Library Service in Hospitals, Council of National Library Associations (CNLA) in which the Association of Hospital and Institution Libraries (AHIL) participates, published its sixth edition of the Basic List of Guides and Information Sources for Professional and Patients' Libraries in Hospitals in September. Copies are available from the AHIL Office.

ALA Representatives to Other Organizations. ALA, or its appropriate units, names official representatives to thirty-six other organizations, ranging from the American Association for the Advancement of Science to the Women's Joint Congressional Committee (see ALA Bulletin, November 1969, pp. 1443–44, for complete list).

Through the Liaison with Organizations Serving the Child Committee, the Children's Services Division (CSD) was officially represented on the program, "A New Stage for Drama-The Public Library," during the Children's Theater Conference of the American Educational Theater Association in Detroit, August 27, 1969. A member of the Committee has been appointed a consultant to the National Program Committee on Cultural Activities of the Boys Clubs of America, and the Committee has arranged for an official CSD/ALA representative to the American Association for Gifted Children who will meet with the organization in December 1969, and also assist in preparing an article on ways libraries provide resources for gifted children. Official representation for CSD at the Biennial Conference of Girl Scout Leaders in Seattle, October 1969, was arranged by the Committee, and the Girls Clubs of America, Inc., has invited the Committee to send official representatives to their annual conference in 1970, and to prepare appropriate lists or program suggestions for the program packet sent their leaders.

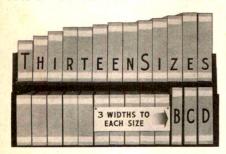
The Association of College and Research Libraries (ACRL) University Libraries Section (ULS) Committee on Extension Library Services is establishing a formal liaison with the National University Extension Association.

The American Association of School Librarians (AASL) has been invited to have two appropriate persons serve on the Advisory Board of Education, USA, National School Public Relations Association. There are only three groups represented on that Advisory Board at this time: the American Association of School Administrators, National Association of Secondary Principals, and the Department of Elementary School Principals.

The Urban School Libraries Com-

Magafiles

LOW COST PERIODICAL AND PAMPHLET FILES



Sturdy—Attractive—Unique ALL SIZES SAME PRICE

FREE SAMPLE MAGAFILE sent upon request. You will receive it by return mail along with handy size-chart and additional details. No obligation or salesman follow-up.

Magafiles sell themselves

THE MAGAFILE CO. 2800 MARKET ST. • ST. LOUIS, MO. 63103

Expert Service on

MAGAZINE SUBSCRIPTIONS

for

ALL LIBRARIES

*

FAXON LIBRARIANS' GUIDE

Available on request

公

Fast, efficient, centralized service for over 80 years. Library business is our only business!

*

F. W. FAXON CO., INC.

15 SOUTHWEST PARK WESTWOOD, MASS. 02090

*

Continuous Service to Libraries Since 1886

mittee of AASL has set up liaison with the Research Council of the Great Cities Program for School Improvement. The chairman of the Committee, the assistant executive secretary, and the president of AASL will attend a fall planning meeting of the organization.

The director of the Office for Research and Development has been appointed to the Advisory Committee for the Educational Media Council. He will represent ALA for standards work on audiovisual equipment.

Other Activities. Throughout this report many instances of cooperative activities with other institutions and associations are listed. Some additional ones, illustrative of the wide range of ALA's interorganizational interests, are listed below.

The Boy Scouts of America Advisory Committee, Children's Services Division (CSD), continues to prepare book lists for the Merit Badge pamphlets as they are revised. A special effort is being made to include audiovisual materials. The committee is also promoting the use of *Librarian's Guide to Scouting*, and channels suggestions for editorial changes in publications to Boy Scout headquarters.

The Liaison with Organizations Serving the Child Committee, CSD, has arranged to have an article, by a librarian who works with children, prepared for the official publication for leaders of the Camp Fire Girls, Inc.

The American Association of School Librarians (AASL) has added three programs to the list of approximately thirteen already being planned each year for other professional educational organizations. Generally, AASL focuses on the needs and goals of the teacher or administrator organization membership and develops a program relating the library media center and its services to those needs and goals. The three new program openings this year are: American School Counselor, division of the American Personnel and Guidance Association: Association of School Business Officials; and the National School Boards Association.

The Adult Services Division (ASD) plans to participate with nineteen other national organizations in the 1969 Galaxy Conference on Adult Education in Washington, D.C., December 6–10, 1969. ASD's participation includes a program, "Facing the Future Together: How Libraries and Com-

munity Organizations Further the Learning of Adults," and an exhibit featuring the *Reading for an Age of Change* series and ASD adult education activities.

ASD, through its Committee on Library Service to an Aging Population, will coordinate library participation in the White House Conference on Aging (to be held November 1971) and will prepare and publish aids for libraries in their service to the aging.

ALA is supplying the National Council for the Accreditation of Teacher Education with a list of evaluators to serve on visiting teams at institutions where preparation of librarians for certification is viewed as part of the teacher education responsibilities.

The Reference Services Division (RSD) and the Resources and Technical Services Division (RTSD) Interdivisional Committee on Public Documents has authorized a subcommittee to serve as a reactor panel to the U.S. Census Bureau publications and to funnel into the Bureau suggestions from the field. The Committee has invited the head of the Exchange and Gift Division of the Library of Congress to be an ex officio member.

Seven regional representatives have been appointed by the Library Education Division (LED) to identify and maintain contact with library education groups at the local, state, and regional levels. Guidelines for the representatives' future activities are being formulated.

The presidents of state trustee associations are now asked to serve as counselors to the American Library Trustee Association (ALTA) Regional Representative in their areas. The arrangement provides for a smoother flow of information from ALTA headquarters to local trustees, and also provides a source of information on the strength of state associations for the Regional Representatives. ALTA provides leadership to state trustee associations by providing speakers to state conferences and consultant services through the Regional Representatives.

Support of Program

The Association's expenditure budgets for 1969-70 total \$5,796,282 as of September 1, 1969, from all sources.

\$1,680,968 of this amount was budgeted by the ALA Executive Board for General Funds programs and purposes. Also approved was \$225,323 for division periodicals and news-

letters. Income to support these expenditures comes during 1969–70 (in addition to the balance in General Funds on September 1, 1969) principally from membership dues, endowment income, advertising, and the annual meetings.

\$1,988,509 of the total amount was budgeted from Publishing Funds. This includes \$1,044,623 for the Publishing Services Program, \$583,472 for *The Booklist*, \$262,384 for *American Libraries*, and \$98,030 for other ALA publishing activities. Income to sup-

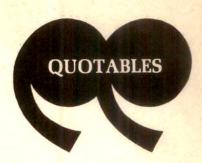
port Publishing Funds expenditures will come during 1969–70 (in addition to cash balances in Publishing Funds on September 1, 1969) from the sales of publications, subscriptions, and advertising space.

A significant number of important programs are supported by grants from foundations, industry, and the government. These amounts for 1969–70 total \$1,901,482. The grants are listed below with an indication of the units of the Association responsible for the projects.

Current Foundation, Industry, and Government Grants, 1969-70

(Figure shown after each project represents only that portion of the grant available for expenditure in the current fiscal year.)

AMERICAN LIBRARY LAWS (COL) \$ 1,50	OO Conservation of Library
Supported by: Council on	Materials 25,400
Library Resources, Inc.	Director's Discretionary Fund 11,900
ASIA FOUNDATION TRAVEL GRANT 1,00	
Supported by: The Asia	Equipment 21,900
Foundation Foundation	Evaluation of Library-Type
ACRL FOUNDATION GRANTS	Record Players—III 8,850
PROJECT (ACRL) 44,30	
Supported by: Various donors	Microform Reader Test
CHAPTER RELATIONSHIPS PROJECT 23,63	32 Program 15,600
Supported by: Ninth J. Morris	NATIONAL PLAN FOR LIBRARY
Jones-World Book Encyclopedia	STATISTICS (LAD) 20,000
-ALA Goals Award	Supported by: U.S. Dept. of
COMMITTEE ON NEW DIRECTIONS	Health, Education, & Welfare
FOR ALA 9.6	
· ·	
Supported by: Council on	Supported by: Mansell
Library Resources, Inc.	Information/Publishing Ltd.
CONFERENCE ON BIBLIOGRAPHICAL	OFFICE FOR LIBRARY EDUCATION 10,000
CONTROL OF LIBRARY SCIENCE	Supported by: H.W. Wilson
LITERATURE (LED) 5,4	00 Foundation
Conference on the Book (ASD) 5,20	00 Office for Library Education—
Supported by: Eighth J.	ADVISORY COMMITTEE 6,900
Morris Jones-World Book	Supported by: H.W. Wilson
Encyclopedia-ALA Goals Award	Foundation
CONFERENCE ON INTERLIBRARY	OFFICE FOR LIBRARY EDUCATION—
COMMUNICATIONS 85,24	
Supported by: Dept. of Health,	OCT ELMERTIAL GRART TO. 1
Education, and Welfare	Supported by: H.W. Wilson
and the state of t	Foundation
CORE COLLECTION FOR COLLEGE LIBRARY PROJECTS 145,0	OFFICE FOR LIBRARY EDUCATION—
	COTTEDMENTIAL CHART TOOL 2
Supported by: Council on	Supported by: H.W. Wilson
Library Resources, Inc.	Foundation
HAILE SELLASSIE I UNIVERSITY	POST-MASTER'S STUDY PROJECT (COA) 1,500
OF ETHIOPIA (IRO) 84,0	Supported by: Eighth J. Morris
Supported by: The Ford	Jones-World Book Encyclopedia-
Foundation	ALA Goals Award
INTERNATIONAL RELATIONS OFFICE	School Library Manpower
-A.I.D. (IRO) 230,0	OD PROJECT 202,966
Supported by: United States	1 RUJEC1 202,700
Agency for International	Supported by: Knapp
Development	Foundation
Journal of Library Automation 4,3	UNIVERSITY OF DELHI PROJECT
Supported by: Council on	(IKO)
	Supported by: Rockefeller
Library Resources, Inc.	Foundation
LIBRARY TECHNOLOGY PROGRAM 96,2	ZAMBIA PROJECT (IRO) 3,000
Supported by: Council on	Supported by: The Ford
Library Resources, Inc.	Foundation
Projects administered by LTP:	
Chair Test Program 40,8	50 Total \$1,901,482



"Emphatically recommended for reading and purchase by every American."—Library Journal

DECENT AND INDECENT Our Personal and Political Behavior by BENJAMIN SPOCK, M.D./\$5.95

"Huge, beautifully illustrated and produced . . . collage of articles. Marvelously communicates its [the 60's] politics, cultural explosions, issues and personalities."—Publishers' Weekly

SMILING THROUGH THE APOCALYPSE Esquire's History of the Sixties edited by HAROLD HAYES \$9.95 till March 31; \$12.50 thereafter

"Written with grace and style...
postwar Japan, with all its
strange mixture of the old and
the new beautifully described."
—Publishers' Weekly

A ROMANTIC EDUCATION a novel by MARY RICHIE/\$5.95

"A delightful collection...
thoughtful celebration of the
simple joys, sorrows and needs
that draw people together...
Recommended."
—Library Journal

THIS HAPPY PLACE
Living the Good Life in America
by BENTZ PLAGEMANN/\$4.95

"Rare and thoughtful essays...
that deal with the ways we face
our world and the ways we live
our lives as Americans."
—Publishers' Weekly

A WAY OF SEEING by DRS. MARGARET MEAD and RHODA METRAUX/\$7.95

BOOK DIVISION

THE McCALL PUBLISHING COMPANY

230 Park Avenue New York 10017

NOTABLE BOOKS

OF

THE NOTABLE BOOKS of 1969 were announced Wednesday, January 21, during the annual Midwinter Meeting of the American Library Association in Chicago. The annual listing was made by the Notable Books Council, a standing committee of the American Library Association's Adult Services Division, marking the twenty-fifth year of the prestigious list.

Ada by Vladimir Nabokov. McGraw-Hill. A masterful fantasy of the one hundred years of a family's existence by a student of the time.

Akenfield: Portrait of an English Village by Ronald Blythe. Pantheon. A small, contemporary community near London is presented with a realist's eye for social concern and a poet's eye for truth.

American Odyssey: The Journey of Lewis and Clark by Ingvard Eide. Rand-McNally. Creative photographic portrayal of the famous American exploration.

The Birds by Tarjei Vesaas. Morrow. A powerful and eloquent novel of symbolism, mood, and compassion and a memorable portrait of a troubled mind.

Black Rain by Masuji Ibuse. Kodansha. A subtly disturbing novel on the effects of atomic war as a way of life.

Bruno's Dream by Iris Murdoch. Viking. A sophisticated, philosophical novel whose unusual cast of characters is strikingly alive.

Children of the Dream by Bruno Bettelheim. Macmillan. A careful account of communal rearing of children as it occurs in the kibbutz of Israel, with implications for the disadvantaged in all countries.

The Complete Poems by Randall Jarrell. Farrar. Of this posthumous collection of the great American poet's work, Marianne Moore's comment prevails: "The magic never ends."

1969

Darwin and the Beagle by Alan Moorehead. Harper & Row. An excellently written story of Darwin's historic voyage which brings the man to life and emphasizes the fortuitous nature of his discoveries.

Design With Nature by Ian McHarg. Natural History Press. How man can build his environment so that he ultimately does not destroy it.

The French Lieutenant's Woman by John Fowles. Little, Brown. A successful blending of two worlds as the author writes in modern terminology of the Victorian era.

Gandhi's Truth: On the Origins of Militant Nonviolence by Erik H. Erikson. Norton. A psychoanalytic biography of Gandhi. It is also a close examination of nonviolence and the weaknesses and strengths of Gandhi's approach.

Hadrian VII by Peter Luke. Knopf. An imaginative and intriguing play which dramatizes vital contemporary religious issues with wit and clarity.

The Kingdom and the Power by Gay Talese. World (New American Library). The New York Times observed.

Look Back With Love: A Memoir of the Blue Ridge by Alberta Pierson Hannum. "A different look at the Appalachian people . . ." that ". . . is a personal remembrance of a time that was, and perhaps will never be again . . ."—authentic Americana.

Love Poems by Anne Sexton. Houghton Mifflin. An exquisite collection

with a unique quality of unity and progression.

Mary, Queen of Scots by Antonia Fraser. Delacorte. A sympathetic and spirited biography.

Minerals and Man by Cornelius Hurlbut. Random. An absorbing account of minerals and their role in the modern world with stunning illustrations.

900 Days: The Siege of Leningrad by Harrison Salisbury. Harper & Row. The dramatic horror story of the three-year siege of Leningrad during World War II.

Portnoy's Complaint by Philip Roth. Random. The most provocative novel of the year, beautifully written—touching, ribald, moving, and painfully humorous.

Present at the Creation by Dean Acheson. Norton. Memoirs of the former U.S. Secretary of State who helped forge the foreign policy that has guided this country for three decades.

Prime Time: The Life of Edward R. Murrow by Alexander Kendrick. Little, Brown. An informed analysis of organizational politics and power in the media and a significant contribution to our knowledge of contemporary American communications.

Sal Si Puedes ("Escape if you can"): Caesar Chavez and the New American Revolution by Peter Matthiessen. Random. A forceful leader aids the plight of his people, the Mexican-American agricultural workers.

Self Portrait, U.S.A. by David Douglas Duncan. Abrams. Mr. Duncan's camera preserves the tension, the excitement, and the turmoil of the 1968 political convention.

The Shepherd of the Ocean by J. H. Adamson. Gambit. A stunning biographical treatment of the life and

times of Sir Walter Raleigh.

Slaughterhouse-five: Or the Children's Crusade by Kurt Vonnegut. Delacorte. An excursion in time and space becomes a brilliant condemnation of war told with pathos and humor.

So Human an Animal by Rene Dubos. Scribner's. A scientist's concern for man as a human being despite the horrors which man, the technologist, has wrought.

Streets for People: A Primer for Americans by Bernard Rudofsky. Doubleday. A beautifully illustrated appreciation of the street as a factor in the quality of human life.

Them by Joyce Carol Oates. Vanguard. A powerful and realistic story of a brother and sister's struggle against a sordid inheritance of poverty and ignorance.

Trafalgar: The Nelson Touch by David Howarth. Atheneum. An immensely readable, imaginatively illustrated account of the Battle of Trafalgar and its dominant character, Nelson.

The Unexpected Universe by Loren Eiseley. Harcourt. Lyrical statement on the nature of life by the eminent naturalist.

An Unfinished Woman by Lillian Hellman. Little, Brown. A candid self-history of the gifted playwright who charges herself with wasted time. There is a special quality in this warm memoir of her famous contemporaries and the honest evaluation of her own mistakes.

What I'm Going To Do, I Think by L. Woiwode. Farrar. The problems of the young, the married, and the almost mature in a first novel of humor and imagination.

The Whole World Is Watching by Mark Gerzon. Viking. Rational reflections of a Harvard undergraduate on the generation gap.

Winslow Homer Watercolors by Donelson F. Hoopes. Watson-Guptill. A gallery of lyrical masterworks enhanced by lucid commentary.

The Year of the Whale by Victor Scheffer. Scribner's. The life cycle of the sperm whale in fact and fiction with a plea for conservation and further study.

In addition to the twelve-member

Council, twenty-four participating libraries in the United States submit nominations for inclusion and vote for the year's notable book selections.

The members of the Notable Books Council are as follows: Ervin Eatenson, chairman, coordinator adult services, Dallas Public Library, Texas; Raymond Agler, interlibrary loan officer, Boston Public Library, Massachusetts; Walter Allen, assistant professor, Graduate School of Library Science, University of Illinois (Urbana); Mrs. Orrilla T. Blackshear, library materials consultant, Madison, Wisconsin; Murray Bob, director, Chautauqua-Cattaraugus Library System, Jamestown, New York; John D. Christenson, coordinator of community relations, The Ferguson Library, Stamford, Connecticut; Jeanne Gelinas, assistant director, The Ferguson Library, Stamford, Connecticut; Charles Hewitt, head, Branch Department, Flint Public Library, Michigan; Ronald Kanen, adult services, Miami Public Library, Florida: Mrs. June Moll, head, Miriam Lutcher Stark Library, University of Texas, Austin; Frances Stalker, coordinator of adult services, Indianapolis Public Library, Indiana; and David Turiel, superintendent of book orders, New York Public Library, New York.

The libraries participating in the selection of Notable Books are: Clarksdale Public Library, Mississippi; Madison Public Library, Wisconsin; Mt. San Antonio Junior College Library, Walnut, California; Orlando Public Library, Florida; Westport Public Library, Connecticut; Cleveland Public Library, Ohio; Concord Public Library, New Hampshire; Enoch Pratt Free Library, Baltimore, Maryland; Michigan State Library, Lansing; Oakland Public Library, California; Seattle Public Library, Washington; Tucson Public Library, Arizona; Evanston Public Library, Illinois; Free Library of Philadelphia, Pennsylvania; Georgia State Department of Education, Atlanta; Tulsa City-County Library, Oklahoma; University of North Carolina, Chapel Hill; Wichita Public Library, Kansas; Arlington County Libraries, Arlington, Virginia; Des Moines Public Library, Iowa; The Ferguson Library, Stamford, Connecticut; Mesa Public Library, Los Alamos, New Mexico; Point Park College, Pittsburgh, Pennsylvania; and Trenton Public Library, New Jersey.

the mathematics of circulation

We'll admit that purchasing can be very confusing, particularly when some suppliers offer prices which may "seem" very low.

Take binding, for example, whether it's for new books or used ones. How do you check the true cost?

Here's the simplest way!

You know that a book bound by a Certified Library Binder will provide at least 100 circulations. Divide the cost of the binding by 100 and you get the cost per reader. Now do the same with a book offered in any other binding (if you can establish the number of circulations) and get the answer.

Only with Certified Library Binding can you be assured of maximum circulation which means lowest cost per reader. That's because the materials and workmanship which are part of every book bound by a Certified Library Binder are controlled by minimum standards set by the Library Binding Institute. It's also because a quality-control program, to which every member of the Library Binding Institute subscribes, guarantees you the longest-lasting books available.



Make sure that your Library Binder displays this seal. If he doesn't, then find one who does, so that you will get the most for your dollar. There are fewer than 60 Certified Library Binders in the United States. We'll be happy to send you the list without obligation, and we'll also include some other interesting literature.

Library Binding Institute

160 State Street Boston, Mass. 02109

This is the largest, easiest-to-use school and public library book catalog ever.

Bro-Dart's new Library Books for School and Public Libraries catalog presents the largest and most comprehensive book acquisition program available. Anywhere.

Over 53,000 titles, pre-school through young adult, are listed, including selections from professionally recognized library book lists.

This catalog makes it easy for you to select and order books. And provides optional, low-cost cataloging and processing services. Books can be ordered completely cataloged and processed. They can be ordered with cataloging and processing kits. (Of course, the books alone can be ordered, too.) If you have a backlog of uncataloged books in your library you may even order cataloging and processing kits only.

This unique catalog offers many specialized services to make your job easier:

- Computer-produced detailed confirmations of your order.
- Detailed quotations. These serve as your list of desired books when you're ready to order. Eliminate typing. Save time.
- You can buy books individually, or as complete collections.
- Catalog pages serve as order forms. Eliminate costly, time-consuming typing and clerical work.

Library Books for School and Public Libraries is an indispensable tool for updating your present collection or starting a new one.

Send for your free copy today.

R	1	X		1
K		1	7	f
	X	V	く	

Dept. AL-951

P.O. Box 923 Williamsport, Pa. 17701

Sounds like a great help to me and my library.

Please send me my free copy of Library Books for School and Public Libraries.

NAME

LIBRARY_

ADDRESS

CITY____STATE__ZIP_

THE AMERICAN LIBRARY IN PARIS

IN A RECENT BOOK on international schools, written for the Twentieth Century Fund, Martin Mayer makes the observation that "apart from the French, no nation has a tradition of exporting its culture through schools." American schools overseas, he adds, although presently at work educating seventy-five thousand American children outside the continental United States, are concerned not with spreading American culture, but with educating those children of Americans living abroad.

Nevertheless, the United States has seemed interested, if not in spreading its culture through education, at least in making known to foreigners some of the American ideals and heritage, and in providing some information to people in other countries about current American civilization. It is not surprising, therefore, that one of the prime agencies selected for this dissemination has been the library.

At present, libraries sponsored and supported by the American government are scattered throughout the world in the form of the U.S. Information Service libraries. So firmly have some of these libraries become established in recent years that headlines have blazed from time to time with reports of their being stoned or burned by anti-American demonstrators. In many quarters they have been regarded as too-effective propaganda agencies. Some cities of the world, moreover, have relied on these libraries locally as an essential part of their library scene. The visitor to some of the U.S.I.S. libraries in many of the world's smaller countries will frequently find the libraries filled to capacity. When it was announced in 1964 that the U.S.I.S. libraries in London and Paris would be closed for reasons of government economy, the concern shown by many in these cities, and in the United States as well, demonstrates the extent to which the idea of the American Library as a cultural agency abroad has taken hold.

Fortunately for Parisians there was another American library in their midst, which, interestingly enough,

fifty years of service

had been in existence long before the U.S.I.S. library was created. The library, known as the American Library in Paris, Inc., this year celebrates fifty years of service. Moreover, since its establishment in 1920, it has had the particular distinction of having been privately supported throughout its history.

While the American Library in Paris has broadened its service to include English language readers throughout France, and blind users of tapes and records in eighteen countries throughout Europe, its initial service objectives were considerably The Library War less ambitious. Service, established by the American Library Association in 1917, was created to supply reading materials to American Expeditionary Forces in France during World War I. There were a number of such libraries throughout France with one central agency in Paris serving as headquarters.

When the armistice was signed in 1918, the Library at 10 Rue de L'Elysée, where it has taken its residence, became even more important to the soldiers before demobilization. Its twenty-five thousand English language volumes, carefully selected to provide information on both the United States and France, were in great demand. Since the Library was opened to the general public as well, other American, British, and French readers of English were soon among its patrons. So quickly did the library take hold that there was great disappointment when it was learned that, as a consequence of the return home of the American troops, the library would be closed and its contents sent back to the United States.

Larry Earl Bone

In response to this interest, the administration of the American Library announced that the American Library Association would be willing to leave the books and the library equipment plus a \$25,000 endowment if there was sufficient interest on the part of the local residents in maintaining the library at a proper level. Various individuals participated in the early meetings to determine the future of the Library. The hope of this original interested group was that the American Library in Paris, in addition to providing an understanding between the English-speaking and French-speaking peoples through their respective literatures, would serve as a monument to those Americans who died during World War I. On May 20, 1920, the American Library in Paris was incorporated as a private, nonprofit corporation under the laws of the state of Delaware.

In its early years the American Library strove to be a model of American library service. Many of its staff members in those years were prominent U.S. librarians who came to serve for a period. Burton Stevenson was its first librarian, and Constance Winchell served as cataloger in the late twenties. Older staff liked to recall the days in this period when Gertrude Stein would stand in the stacks pronouncing in stentorian tones to Alice B. Toklas her judgments of some of the current mystery writers, or when Stephen Vincent Benet would sit at one of the library's tables composing John Brown's Body.

One of the most interesting developments of this early period was the attempt to establish an American library school in Paris—the Paris Library School or Ecole de Bibliothécaires de la Rue de L'Elysée, as it was known by the French. Miss Sara Bogle, assistant secretary of the American Library Association, became its director, with Miss Jennie Parsons serving as resident director.

First conducted as a six-week course in 1923, the program in 1924 was expanded to a thirty-six-week session, underwritten by the Ameri-

can Committee for Devastated France, and organized by the American Library Association. The school was closed in 1929 for lack of financial support, but it left a very strong legacy in its effect on Gabriel Henriot, the then Conservateur de la Bibliothéque Forney, and a French representative on the faculty of the school. As a result of his experience with the school, Henriot never gave up the idea of the service approach in librarianship and of creating a public library movement in France. He worked for years to create some kind of training program along the lines of the Paris Library School. The result was an affiliation, beginning in 1935, with the Institut Catholique.

The American Library also published a periodical from 1923 to 1925 known as Ex Libris. The stated purpose of the periodical was "to make American and English books better known on the continent of Europe." It was a publication of literary character, containing book reviews, essays, and occasional articles of interest on such topics as "The Cafes of Paris," or "The Book Stalls on the Quays."

For many years the American Library remained on the Rue de l'Elysée. It later occupied buildings on the Rue de Téheran and the Champs Elysée, which was perhaps its best location in its fifty-year history. The library is now in its first libraryowned building at 10 Rue du Général Camou in the seventh arrondissement, close to the Eiffel Tower. The purchase of this building in 1965 by library officials, and its subsequent remodeling, almost exhausted the modest endowment fund from which the library received its operating budget. At present there is a strong possibility that the library will move into the new Students and Artists Center on the Avenue Raspail if the Center is successful in raising enough money to finance a new multimilliondollar, eight-story building.

The Library's struggle for sufficient financial support has been continuous through the years. Reading an annual report of the 1920's or 1930's from the financial standpoint is not too different from reading one for 1968. There seems never to have been a time in its fifty-year history that the American Library has rested on solid financial ground. Yet it has remained important enough in the minds of many Americans in Paris, and some in the United States, that is has survived many crises. If its financial



plight has not always allowed it to to be the "model" of American library service that was originally intended, the American Library has still managed to build a unique service on the continent.

Three years ago when the Library seemed on the verge of financial collapse, the Board of Trustees of the Library decided that expert professional opinion from the United States was needed. The board invited Mr. David Clift, executive director of the American Library Association, and Mr. Emerson Greenaway, director of the Free Library of Philadelphia and one-time president of the American Library Association, to survey the library. In addition to making a number of important recommendations for more professional operation of the library and the promotion of its services, the surveyors came to the absolute conclusion that a fourmillion-dollar endowment was needed to provide an adequate annual operating budget, and to provide an assured future for the library. To raise this endowment the surveyors suggested the formation of a U.S. committee. Such a committee has now been organized in this country under the cochairmanship of Mr. Theodore Waller and Mr. Douglas Dillon, former U.S. ambassador to France and also former U.S. secretary of the Treasury.

The effort to increase the financial

support was given important impetus by the \$300,000 gift of Mr. Thayer Lindsley for endowment, and the \$80,-000 gift of Mr. Douglas Dillon for the creation of a special wing for American studies in a presently undeveloped section of the Rue Camou building. Mr. Lindsley has made similar financial gifts to the French Library in Boston. Mr. Dillon's gift will make available space for the American Library's burgeoning American studies collection and will provide much needed reader space.

But what of the library's present service? How is it governed? Who are its users? Does it have the support needed to continue any library program? These are questions frequently asked in the U.S., particularly by those working for the continuation of the library.

The American Library is unique in being the only library of its type in Paris. Although it is often expected to fulfill the roles of various types of libraries, it is first of all an American public subscription library set down in Paris, open to anyone regardless of age, nationality, or race. Some lonely Americans in Paris consider it a touch of home, a place where they can come to spend hours of leisure in contact with some of the publications from the United States. A person wishing to borrow materials must complete a simple registration card

similar to those used in many U.S. libraries. A membership fee is only for those who wish to take materials out of the library. Anyone may use any of the materials on the premises without charge. The fact that there are an estimated five thousand visitors per month during the busier season indicates that many take advantage of this service.

A twenty-four-member board of trustees, a self-perpetuating body for the most part, governs the library. Because the American Library owes its origin, its reorganization after World War II, and much recent professional advice to the American Library Association and its leaders, the trustees have accorded the Association the privilege of nominating five members to its board. Two members of the present board come from the United States and one from Canada. The board is composed largely of prominent Americans living in Paris, although there are, of course, French representatives. Mr. John Fobes, the American assistant director general of UNESCO, is president.

The internal organization of the library is a simple one. In addition to the American college service, there are five public service departments and a technical service department which contains the branch and outof-Paris service. The librarian supervises technical service and the deputy librarian (a temporary appointment for 1968-69) administers the public services departments with the exception of the department for the blind, over which there is an experienced administrator who reports both to the Board of Trustees of the library and to the Junior Guild of the American Cathedral, its sponsor. overall staff in 1968-69 consisted of seventeen regular full-time staff members, including six Americans, two British, one Korean, one Indian, and seven French.

There are four small branches of the American Library located in Montpélier, Toulouse, Grenoble, and Nantes, each with approximately five thousand volumes. In all of the cases they are linked to the French university library in the towns. The universities provide space and the salaries of the librarians, while the American Library in Paris provides the books. Until 1965 the total expenses of the branches were carried by the American Library in Paris, with funds received from the United States Information Agency, although

expenditures of the funds was left entirely to the American Library in These U.S.I.S. funds were discontinued in 1965 when the services of the U.S.I.S. Libraries in Paris and London were greatly cur-Through the efforts of the late Frederick Cromwell, director of the Paris U.S.I.S. Library service and the American Ambassador's representative on the Board of Trustees, the American Library received twentyfive thousand volumes from the U.S.I.S. Benjamin Franklin Library to use in the main library and the branches.

Within the American Library there is a small department that deals entirely with branch requests, both interlibrary loan needs and suggestions for purchase of new materials. The professional staff at the main library do all selection for the branches, working closely with the branch librarians. The branch department serves, in addition, all out-of-Paris subscribers who do not live in one of the four towns where branch libraries exist. Many books are sent out on loan directly to these users by mail.

From its initial twenty-five thousand volume collection, the American Library's holdings have expanded to approximately one hundred forty thousand volumes, and seven hundred

periodical titles. Compared to U.S. library size, this may not seem like an impressive collection, but to Europeans or Americans in Europe, this constitutes a treasured resource of English language materials. Some consider the American Library's collection the largest such collection of English language materials in continental Europe.

The collection is very strong in the works of major American authors and the more important critical works on these authors. American historical works are also bought heavily. The more general works in French history are available, but in English only, since by design there are few books purchased in the French language. At present there is a heavy purchase of travel books, and there is considerable strength in books about France and Paris. Effort is made to keep an up-to-date reference collection, although some sets are out of reach financially for the Some important bibliolibrary. graphical tools such as the National Union Catalog, LC Subject Catalog, Cumulative Book Index, and Union List of Serials are in constant use.

Like most libraries of this size there are weak areas, and the library can never supply enough copies of some of the standard works. To help strengthen the library's resources, the



American Council on Learned Societies in 1968 granted the library \$10,000 to provide further depth in its collections of American literature and history at the main library. In addition, the library last year undertook a campaign for gifts from the sixty-odd university presses and received a generous response from the majority of these publishers.

Each of the public service departments is a busy operation. The circulation department handles all transactions with borrowers—registration, charging, discharging of books, and overdues. The children's department is a small collection of approximately five thousand volumes, greatly strengthened last year with funds raised by a committee for the improvement of children's services. Volunteers from the American community provide preschool and school age story hours and a volunteer professional librarian is presently providing all of the cataloging of children's materials.

For the information seeker, the professor, and the student, there are two departments which are the core of the library. These are the reference department and the periodical department. Reference requests come from patrons over the desk and by telephone. The reference librarian may at one moment deal in French, the next in English. For these reasons, staff must be bilingual. The periodicals department not only assists readers in using the periodical literature, but also provides bibliographies of articles on many American authors who are in the agrégation programs of the French univer-Photocopies are provided sities. when requested and there is an active service in obtaining at-cost photocopies from U.S. libraries when the American Library does not own a requested periodical. By virtue of its participation in the European Association for American Studies, the Library is a principal resource for scholars in this field. These scholars depend heavily on the books and periodicals which the library possesses, especially historical and literary ones, some of which go back to the first issue.

The library also serves by contract as a college library for the American College in Paris, a two-year institution with an enrollment of approximately three hundred students. The college department within the library until this year was headed by an ex-

perienced American professional librarian whose salary was paid by the American College. The only two other professional librarians in 1968–69 were the librarian and the visiting deputy librarian.

The outstanding special service of the Library is the department for the blind. Created in 1955, when the Cleveland Public Library sent extra copies of their "talking books" and the American Foundation for the Blind sent books in braille, the department has now grown to include tapes, the form preferred by French and European blind, as well as an extensive talking book collection, now provided by the Library of Congress. All funds for the operation of the service are provided by the Junior Guild (Ladies Auxiliary) of the Episcopal Cathedral in Paris.

There are two soundproof recording studios in the department where volunteers read from a five-year reading plan developed by the department. This plan has been developed to serve the probable needs of blind students studying American and English literature. Sometimes, of course, there is a "crash" reading of a particular title requested by a student or other user. The department presently serves users and libraries in eighteen different countries. Many European libraries request a copy of every tape made by the department. A rough estimate made recently is that eleven thousand blind are now using the department's talking books, taped books, books in braille, or large-print editions. So impressive is this service that an International Herald Tribune article of last year, indicating a need for an IBM braille typewriter, brought in over three thousand dollars in contributions.

It is estimated that total library subscribers come to approximately six thousand, of whom two thousand five hundred to three thousand reside in Paris. Subscription charges are 30 francs (approximately \$6.00) per year for students and 50 francs (approximately \$10.00) for other users. Income from subscribers contributes approximately 20 percent to the operating budget of the library. Of the Paris subscribers approximately 65 percent are American or British users and 35 percent French. One of the largest groups of French users presently is that of the students and the professors in American studies from the Sorbonne, University of Nanterre, or other nearby universities. What is the future of the American Library in Paris? Will it be celebrating its centennial in 2020? Hopefully, but as with any successful library program it must have, as the 1967 Clift-Greenaway survey pointed out, a stronger financial base. There must be money to improve the physical appearance of the library; there must be adequate salaries to attract professional personnel to assist in its operation; and there must be funds to continue to enrich its holdings.

These are financial issues, which in the final analysis, are basic to any library's program. No one can fail to marvel at the American Library's ability to survive crises—financial and environmental—in the past. Its several moves, sometimes sudden and with short notice, have at times made its future seem less than secure. World War II and the German occupation of Paris were real threats, although library services continued because of the dedicated efforts of the American Comtesse de Chambrun.

Nevertheless, any library must do more than respond to crises to realize its full potential and to establish its importance to society. It seems proper at this point, therefore, to ask what the American Library in Paris experiment has to teach us about library service, and, in particular, what place a private American library has in a foreign culture. Is such an agent for spreading American culture feasible?

Ironically, this library's uniqueness of being "privately" supported is at the core of its problem. Forced by the peculiar circumstances of its birth to go it alone, the library through the years, lacking any governmental or organizational support, and the strong professional direction so sorely needed has suffered from a lack of anchor. ALA's moral support has been there when called for, but its relation, nevertheless, has been informal and without authority.

In spite of the services that have been given by the library, we cannot fail to recognize that the American Library in Paris like many public libraries in the United States, may not be the force in the community that one should like to see. If population estimates are correct that twenty-five thousand Americans reside in Paris, the approximate eighteen hundred registered American borrowers is not overly impressive. Even if we are regarding the primary goal of the library as being that of a "cul-

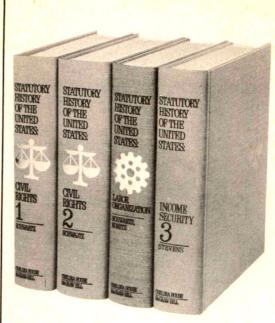
tural ambassador," we may wonder if the forty-five hundred French users out of fifty million population in France fulfill that aim. Furthermore. we cannot dodge the question that many Americans pose: why have a private American library in Paris anymore than one in Rome, Athens, Hong Kong, Amsterdam, or Berlin? If circumstance and tradition are the reason, if ties between France and the United States, both historic and cultural, seem the answer, then we who have been associated with the library should communicate this more clearly when seeking support for the library.

Short of full research, the American Library's history further supports the principle that we take for granted in American librarianship that strong professional leadership is necessary for the ultimate success and realization of any library. While we who are familar with the library both friends and trustees-may understand the reasons for any lack of such strong leadership in the past, the library's problems should convince us of the absolute necessity for it in the future. That it has not always had such direction in recent years is partially due to the conditions under which the American Library in Paris has lived, but perhaps the time has come when the conditions of the past must yield to those of the present, if the library deserves support and if it is to survive. There seems no better time to face these issues squarely than at the fiftieth anniversary of the library's birth.

To the writer or professor, to the student or recreational reader, to the occasional lonely or weary traveler, and to the librarians who have served it, the American Library in Paris has meant a variety of things through the years. Whatever it represents, those who have come in contact with the American Library in its fifty-year history tend to have a special feeling for its uniqueness. No doubt they would wish it well in solving its problems and in clearly defining its future goals, so that there will be smooth sailing in the next fifty years of service.

WORKS CITED

¹Mayer, Martin. Diploma: International Schools and University Entrance. New York: Twentieth Century Fund, 1968, p. 153.



- Provides legislative reference materials not conveniently available in most libraries
- Covers the principal subjects dealt with by federal legislation over the past century
- Traces important statutes in each area and describes their legislative history in historical order
- Reproduces original documents (Constitutional Amendments, Acts of Congress) in full—comments on them at length—summarizes their social and legal origins—extracts in detail the congressional debates, committee reports and presidential messages they prompted—reviews the litigation and Supreme Court decisions to which they led.

STATUTORY HISTORY OF THE UNITED STATES

Edited by Bernard Schwartz

Volume I — CIVIL RIGHTS

Edited by Bernard Schwartz, N.Y.U. Law School

Volume II — LABOR ORGANIZATION

Edited by Robert D. Koretz, Syracuse University College of Law

Volume III — INCOME SECURITY

Edited by Robert L. Stevens, Yale Law School

Volume I — CIVIL RIGHTS: Book I examines the vital legislation of the Reconstruction Period; Book II covers the five Civil Rights Acts from 1957 to 1968 and the important Supreme Court decisions arising therefrom. \$55.00.

Volume II — LABOR ORGANIZATION: includes such documents as The Railway Labor Act of 1926; the Norris-LaGuardia Act of 1932; the Wagner Act, the Fair Labor Standards Act, the Taft-Hartley Act, the Landrum Griffen Act and relevant background and legislative material. \$40.00.

Volume III — INCOME SECURITY: presents the Social Security Act of 1936 and its several amendments, reflecting new concepts of social security, welfare, medicare, unemployment insurance and similar social welfare legislation enacted since the New Deal. \$40.00.

Available separately or as a 4-book set, \$120.00

Also available:

DOCUMENTARY HISTORY OF BANKING AND CURRENCY

Edited by Herman E. Krooss Introductory essay by Paul A. Samuelson 4 volumes • 3200 pages • 300-plus documents • fully indexed • \$120.00

THE MAJOR PEACE TREATIES OF MODERN HISTORY 1648-1967

Edited by Fred L. Israel, with commentaries by Emanuel Chill Introductory essay by Arnold Toynbee 4 volumes, 3400 pages, 77 treaties, full-color maps, fully indexed, \$110.00

Published by Chelsea House Publishers

in cooperation with McGraw-Hill Book Company, 330 West 42nd St., New York, N. Y. 10036

Versatile Communication System for Libraries



Showcard MACHINE

The SHOWCARD MACHINE

You can shout your messages on bold posters and bulletins with the Showcard Machine, or whisper on counter cards and shelf markers. You can use it, too, to help in preparing visual aid material . . . to set titles and headings for offset-printed material . . . in short, for almost any kind of printed communication.

With the Showcard Machine anyone can turn out professional quality type-set work. It permits complet freedom of layout, colors and type faces. Rugged fool-proof construction is guaranteed a full five years

Sizes and models for every library need. Write for full information

THE SHOWCARD MACHINE COMPAN 320 W. Ohio St., Chicago, III. 60610

Serving Libraries Everywhere . . . (Partial list of Showcard Machine Users)

Alabama Public Library, Montgomery, Ala. Springdale Public Library, Springdale, Ark. Pomona Library, Pomona, Calif. Edmonton Public Library, Edmonton, Alberta, Canada Greenwich Library, Greenwich, Conn. Wilmington Free Library, Wilmington, Del. Jacksonville Free Public Library, Jacksonville, Fla. Augusta Library, Augusta, Ga. Pine Mountain Regional Library, Manchester, Ga. State Library, Honolulu, Hawaii Rockford Public Library, Rockford, III. East Chicago Public Library, East Chicago, Ind.

Monroe County Public Library,

Eisenhower Library, Baltimore, Md.

Bloomington, Ind.

Public Library of South Bend, South Bend, Ind. Prince Georges Co. Memorial Library, Bladensburg, Md. Radcliffe College Library, Cambridge, Mass. Lynn Public Library, Lynn, Mass. Winchester Library, Winchester, Mass. Dearborn Public Library, Dearborn, Mich. Flint Public Library, Flint, Mich. Michigan State Library, Lansing, Mich. Wayne County Library, Wayne, Mich. Dakota Scott Regional Library, West St. Paul, Minn. Free Public Library of East Orange, East Orange, N. J. Maywood Public Library, Maywood, N. J. Brooklyn Public Library, Brooklyn, N.Y. Arthur A. Houghton Jr. Library, Corning, N.Y.

Levittown Public Library, Levittown, N.Y. Mid-York Library System, Rome, N.Y. North County Library System, Watertown, N.Y.

Public Library of Cincinnati & Hamilton, Cincinnati, O.

Columbus Public Library, Columbus, O. Harrisburg Public Library, Harrisburg, Pa. Free Library of Philadelphia,

Philadelphia, Pa.

McKissick Memorial Library, Columbia, S. Greenville County Library, Greenville, S. (Nashville Public Library, Nashville, Tenn. North Central Regional Library,

Wenatchee, Wash.

Library Commission, Charleston, W. Va. La Crosse Public Library, La Crosse, Wis. University of Wisconsin Memorial Library, Madison, Wis.

And See How It's Catching On!

(Recent Purchasers of Showcard Machines)

Evansville Public Library, Evansville, Ind.
Northbrook Public Library, Northbrook, Ill.
Lancaster Public Library, Lancaster, Penn.
Memorial Hall Public Library,
Andover, Mass.
Barrington Public Library, Barrington, R. I.

State Library Commission, Dover, Del.
Clinton-Essex-Franklin Library,
Plattsburg, N.Y.
Camden County Free Library, Camden, N. J.
Hyconeechee Regional Library,
Yanceyville, N. C.

Bridgeport Public Library, Bridgeport, Co Tulsa Library, Tulsa, Okla. Western Michigan Univ. Library, Kalamazoo, Mich. Sumter County Library, Sumter, S. C. Galveston County Library, Galveston, N.Y

BOOKS FOR COLLEGE LIBRARIES

Selected Titles on Microfiche

First group: "History—Great Britain" ready for immediate delivery Second group: "American Literature" ready for immediate delivery

Microcard Editions is pleased to announce an extended project whereby a large percentage of the books cited in Books for College Libraries will be made available on microfiche.

Books for College Libraries was prepared under the direction of Melvin J. Voigt and Joseph H. Treyz of the University of California, San Diego, and was published by the American Library Association in 1967. It cites approximately 53,400 titles and as stated in the preface is essentially "a list of monographs designed to support a college teaching program that depends heavily upon the library, and to supply the necessary materials for term papers and suggested and independent outside reading. . . . The project was based on the premise that there is a body of knowledge—the classics, the important scholarly titles, and the definitive works on all subjects of interest to an undergraduate community—which should be in any college library."

No standing or advance orders required: Unlike other multi-title projects, standing orders, or advance orders, are neither required nor are they being solicited. Groups of titles will be offered at intervals as they become available—a library can then either buy or not buy each group depending on its needs and budget. Each group will consist of selected titles from a chapter in Books for College Libraries, therefore groups will be subject oriented rather than consisting of miscellaneous titles.

Lists of titles supplied in advance: Libraries will not be asked to purchase titles to be selected at some future time; a list of all the titles in a given group will be available at the time orders are solicited.

Titles actually available: Orders will not be solicited to any group until the titles have been filmed and are available for delivery.

Two groups now available: The first two groups in the project BCL-1 (selections from the chapter "History-Great Britain") and BCL-2 (selections from the chapter "American Literature") are now ready for delivery. For prices, a list of titles etc., please fill in and mail the coupon at the bottom of the page. Filming of titles selected from other chapters is now underway.

In addition, many multi-volume sets are being reprinted independently of the above mentioned groups. Four such sets are now ready for immediate delivery. For further information, send for the leaflet "Writings of the Founding Fathers."

What are microfiche? Microfiche are sheets of film upon which books are reproduced at 1/18th their original size so that on one microfiche there are upwards of sixty pages. The microfiche used for the Books for College Libraries project are 105' x 148' mm (4" x 6") and are available in either the positive or the negative form.

NCR MICROCARD EDITIONS 901 TWENTY-SIXTH STREET, N.W., WASHINGTON, D. C. 20037, 202/333-4393

INDUSTRIAL PRODUCTS DIVISION, THE NATIONAL CASH REGISTER COMPANY

☐ Please send the list Great Britain" section	of titles for BCL-1—i.e. titles selected from the "History—on of Books for College Libraries.
☐ Please send the list Literature" section	of titles for BCL-2—i.e. titles selected from the "America of Books for College Libraries.
☐ Please send us info	rmation about each BCL group as it becomes available.
	aflet, "Writings of the Founding Fathers."
☐ Please send your cu	rrent catalog.
Name	Date
Title	
Institution	
Address	

Libraries in the

Therapeutic Society

Guidelines for library service to the institutionalized aging

DOROTHY ROMANI

THE "VULNERABLE" AGED was a term used by Jack Weinberg, clinical director of the Illinois State Psychiatric Institute, at the Twenty-first Conference on the Aging in Ann Arbor in August of 1968. It refers to people who have reached a point in their lives where, because of physical disability and declining years, they can no longer be self-sufficient and must depend on care from others, often in one of the twenty-nine thousand institutions providing nursing care in the United States.

One of the facts we know about today's vulnerable aged is that they frequently are in poor health, which often results in the diminished functioning of the intellect and increasingly defective memory. We know that half of them never went beyond elementary school, and that it will be ten years before we notice the effect of the better education which has been attained by the current forty-five to fifty-four year-old group. We have learned as librarians, however, that formal education has no real bearing on the knowledge some of the aged have acquired through their experience and reading during the years, and that their reading interests are as varied as their personal differences. There are no stereotypes among the aged; they are as diverse as any group of young people, and they have strengthened their individualities as they have gone along. One might say that old age is the only thing they have in common.

According to Herman B. Brotman of the Administration on Aging, 4 percent, or eight hundred thousand, older persons (a surprisingly low figure out of a total of almost nineteen million over age sixty-five) live in institutions. He says, "Studies of institutionalized aged show that the average age is eighty-two and one half years. They tend to be less vigorous and are often chronically ill. Their regression or withdrawal may be rejection of the horror of the situation in which they find themselves. The downward trend in ego loss can only be interrupted by an active agency, a sympathetic human being, skilled intuitively, or by training and experience, to break the chain."1

Can librarians be part of the "intuitive and experienced professional work force" that moves in to break this downward trend? Those of us who have actively worked with the institutionalized aged in nursing homes can answer affirmatively, having frequently observed how morale is boosted, and even health improved, by a cheering visit and the right book.

Those of us who see what library service can mean to the institutionalized person realize that it is tragic for an individual who has been a reader all of his life, and who still has a bright inquiring mind though his body may have failed him, to suddenly find himself cut off from the library he has always used, because he is unable to emerge from behind confining walls.

The American Library Association recognized that it has a responsibility to see that the aged who are institutionalized continue to get the library service they have a right to expect. In 1964, the Committee on Library Service to an Aging Population of the Adult Services Division made this statement of responsibility:

Aging is a life-long attribute of man which consequently has daily personal implications for each person in our society. The social, economic and biologic problems resulting from the process of aging place a responsibility on every school, public and academic library, and every special library having a general education function, as well as those libraries with a specific concern for the problems and needs of the aging and the aged.

The statement further specifically considers the institutionalized aged in pointing out that the library can "provide . . . service appropriate to the special needs of this group," and goes on to state that "such service should respect the existing philosophy of library service, should use the traditional materials and services, should maintain adequate standards."

The board of AHIL has submitted to the ALA Committee on Organization a revised statement of responsibility which has been accepted and which should be published soon.

Since the White House Conference on the Aging in 1961, new federal leg-

islation has made funds available and a whole new field has opened. The Older American Act of 1965 provides "assistance in the development of new or improved programs to help older persons through grants to the states for community planning and services and for training, through research development, or training project grants." These funds are administered by the State Commissions on Aging. Under this Act have flourished programs in the public libraries of Providence, Rhode Island, and Dallas, Texas. In 1967, the Milwaukee Public Library received funding for a threeyear demonstration service to shut-ins, utilizing a bookmobile which makes fifty stops in a two-week period to public and private housing projects. to homes for the aged, and to nursing homes. The funding included a portable book cart and money to pay community aides.

Margaret Hannigan reported that as of August 1968, fifty-four states and U.S. dependencies had designated personnel to implement Titles IV A and B under the Library Services and Construction Act. A directory of the personnel in each state administering programs to residents of institutions will be published as part of this series.

One interesting program developing out of a federal grant under Title I of LSCA has been started by the St. Louis Public Library where \$63,310 was received in January 1968 for the first year of a three-year project. This provided the library with two stepvans, books, and personnel to develop a service to residences and nursing homes for the aged. The service has been enthusiastically received and the library hopes eventually to reach a population of ten thousand aged people.

To train librarians who will work with the institutionalized aging, federal grants are available under the Higher Education Act of 1965, Title II-B, and under the Older American Act, Title V.

The ALA Committee on Library Service to an Aging Population presented to the Adult Services Committee Board in January 1967, an outline for a training institute "to guide persons who are in a position to train librarians to teach them to work more effectively with older persons and to stimulate and prepare for regional institutes on special services in libraries for older adults." The Department of Library Science of Wayne State University, in cooperation with the U.S.

Office of Education, conducted this institute in October 1969.

Wayne State University already offered an institute on Institutional Library Services in April 1968, which included a day of discussion on services to the aging individual. Also, that same year, the University of Wisconsin and Florida State University had similar institutes. The University of Michigan Department of Library Science offered an Institute on Library Services for the Handicapped, which included the aging, during 1969. All five of these institutes were funded under Title II-B of the Higher Education Act for training in librarianship.

AHIL Committees are actively at work on excellent plans for advisory and informational assistance to institution librarians. The Special Projects Committee reported at the conference in Kansas City on two very important areas of activity:

- 1. A subcommittee on "Resource Personnel in Hospitals and Institutions and Allied Fields." Mrs. Helen Henderson, chairman of this subcommittee, is getting together a directory of "competent personnel willing to serve the library profession as consultants, library school faculty members, lecturers, etc." This index of highly qualified subject specialists will be on a card file in the office of the executive secretary and will be useful not only to the library profession but to related professional organizations.
- 2. An audiovisual advisory committee. The Special Projects Committee also made an excellent suggestion to the new Audiovisual Advisory Committee, which was received with enthusiasm. The committee suggested that sources of funding be explored for a new film, or series of films, to show the work of the hospital and institution librarian. While the film Bequest of Wings, produced in 1955, showing the work of the Cleveland Public Library with the institutionalized, is still a very moving and inspirational portrayal of this aspect of library service, it is now dated, and does not give a broad enough picture of the scope of this service since legislation has been enacted to open new opportunities.

Although we do not have, as yet, an accurate picture of what programs individual libraries nationally do have for service to aged, Wayne State University, in cooperation with the Institute for Gerontology, is now undertaking a survey to gather this data and promises to have this much-

wanted information compiled in the near future.

The Detroit Public Library was one of the earliest libraries to extend services into institutions for the aged. Genevieve Casey began the Detroit service in 1948, a service which now includes about five hundred active borrowers in twenty-eight nursing homes and residences for aged. There are 4115 residents in these institutions bearing out a theory we have that about 10 to 12 percent of the aged in institutions read. Only one-third of the nursing homes in Detroit are now getting library service. Funding comes solely from the library's general budget. The Extension Department of the library combines nursing home service with services to other institutions for the aging-two residences for ambulatory retirees and three drop-in centers. All of this activity requires two and one-half librarians. a forty-hour clerk-driver, and twenty hours of other clerical time. Out of Detroit's experience guidelines can be drawn for libraries planning services for the aging.

It is not unusual for latent, outgoing qualities of warmth and patience to appear in a librarian who was disinterested or repelled at the idea of serving nursing homes, once he or she actually had the experience of performing this needed service.

There are, however, certain prerequisites one looks for in a librarian which qualifies him for service to aged. Health, energy, and flexibility are very important (and this does not necessarily mean youth). A pleasant appearance and cheerful manner help, as does a good, clear diction which carries through dimmed hearing. A sensitive and empathetic person instinctively knows when the book is too heavy, the print too fine, the sex content too blatant, a description of illness and death too depressing. He knows when to enter a room, when to stay out, how far to keep out of the way of a wheel chair, and which patron would rather be awakened than miss seeing him. He can recognize an accent and be quick to suggest the right foreign language book that will bring joyful gratitude from the foreign born. He is observant enough to note, perhaps, a reader's religion and politics by a glance at pictures and periodicals in a room, and incorporates this information into his book selection. And if, along with all of these qualities, one finds a librarian who has depth and breadth

of acquaintance with books to the extent that he recognizes the title "St. Elmo" as well as O'Hara's latest, then one has found the perfect librarian to serve the aged.

When initiating a service in an institution one must, of course, establish good rapport with the administrator and find out who the contact will be, who will keep the library informed of new readers or the deceased, who will make sure books are returned if a reader leaves, and who will publicize the service. This is the person the librarian will see on each visit and will inform if he must miss a day. In some of the better homes the liaison person is the occupational therapist or recreation director, but it might be the R.N. in charge or the clerk at the desk. If one wishes to draw up an agreement about financial responsibility for lost books, it should be done with the director at the outset, though it is probably best to do one's own follow-up with staff cooperation and shrug off the losses.

It seems to be expedient to adapt the service to the particular situation, depending upon the size of the institution, number of readers, cooperation of the administration, and other factors. In large institutions with about five hundred beds and perhaps sixty readers, some ambulatory, others requiring bed care on a hospital floor, Detroit's Extension Service has found it best to leave a partly stocked book cart usually locked in a closet at the institution. Most of the institutions served by the Detroit Library have cooperated by buying their own carts. The librarian visits one day a week bringing some new material and special requests, and goes through the halls from room to room, seeing each reader every two weeks.

In contrast to this, Detroit's Eventide Home for the Aged, run by the Salvation Army, has such an enthusiastic group of residents, all ambulatory (but usually unable to get to a library) that the home has allocated an enclosed area of book shelves with a desk and comfortable chairs. The library supplies a collection of about five hundred books which is changed entirely each year. Several men and women residents volunteer their time to work in the library three days a week, keeping circulation records and noting special requests by other residents which they refer to the librarian. These requests delivered every week can be anything from Winnie the Pooh to details on presenting a production of Showboat. The librarian visits about six times a year to give book talks to assembled residents at a coffee hour and to iron out problems of the volunteers. This is a very happy arrangement for everyone and good therapy for the volunteers. Book circulation runs about two hundred per month.

Small nursing homes are served effectively by a librarian and clerkdriver, who visit four or five homes in one afternoon. On an initial visit, the librarian visits from room to room, getting acquainted and making notes on each reader's interests. He sets up a file on each person, indicating name, room number, condition of vision, reading interest, number of books requested, and other pertinent information he wishes to add. Back at the library the librarian assembles books for each person, puts his name on them, and sets them aside for the next visit in three weeks. If necessary, books are put on reserve or interloaned to fill requests, and from that time on a file is kept of every book that the patron reads—a file which may well go to one thousand titles in a few years, and which may have librarians pooling their brains for ideas if the reader's taste runs to only one subject, such as mysteries with American settings, the Vikings, or royal families.

Drop-in centers lend themselves to still another mode of service. These are recreation centers attended by physically well, aging persons who live in the community, either alone or with their families. Here, the librarian and clerk, bringing boxes of books for browsing and circulation every other week, find avid readers who would never go to a regular library. They live close to the center and many of them get no further-traffic is heavy and they are often too timid to cross major roadways. Since books are a needed part of the lives of these aging persons, circulation is brisk through these drop-in centers.

Comparing the various services, there is no doubt but that the personal visit door-to-door, or bed-to-bed gets the most books into the hands of readers. The "library" at Eventide works unusually well, but even here a biweekly visit by the right librarian, talking up her wares from door-to-door, would generate more interest in books. Such is the reluctance of the aged person to move about that often he will not even go to a central loca-

tion in a building to select a book. Then too, he may need the guidance of a librarian to help him select that right book.

Volunteers, with qualities of personality similar to those of the professional librarian, can be invaluable in extending library services. In the Detroit Public Library we have found that volunteers, carefully screened by the Central Volunteer Bureau, a Community Fund Agency, and handled with care by the institution, are far more reliable than is generally credited. Hospital guilds also do a good job of selecting and training volunteers. Volunteers have done very well with hospital book carts working with patients hospitalized for short terms, after some instruction by a librarian in routines and simple book selection, and regular follow-up. However, with the institutionalized aged person who will be using library service for a long time, there can be no substitute for a professional librarian who knows the overall resources of the library and the reference tools for tracking down obscure titles and unusual subjects.

Annotated lists of books that are current or in popular subject fields, like the Negro, Family Life Stories, Best Sellers of the Past, etc., are very well received, but we have never found a particularly enthusiastic response among Detroit's aged to book lists about aging—a subject with which they are perhaps already too well acquainted. Nostalgia, yes—aging, no. And, oddly, religion, no.

There is no measuring stick to tell us that this service is valuable. Bibliotherapy is still too nebulous. Being sensitive and empathetic librarians, we know that it is. Over and over we are overwhelmed with words and letters of gratitude by our aged readers. While we endeavor to maintain a professional and unsentimental attitude at all times, we cannot be less than moved by repeated statements like "If it weren't for these books, I'd lose my mind in this place"-for we all know the depressing surroundings in most nursing homes. More positively, the flu epidemic during the winter of 1968-69, which quarantined the institutions, pointed out to us how much we were wanted. Administrators, importuned by residents, welcomed us before any one else was admitted and the oldsters watched eagerly for our ranch wagon at windows. At least one of our young male librarians was greeted with a grateful kiss.

Nursing home staff members tell us frequently of the therapeutic value of the books and of the visit itself, which singles out an individual and makes him feel like an important person for a little while. When the librarian engages an old person in a brief, but rational, adult conversation, it lifts him out of his smothered, ignored helplessness. One refined elderly woman, apparently the last of a distinguished and wealthy old Detroit family, who travelled widely and had many interesting experiences as a reporter, has come to be indigent in one of the poorest of our nursing homes. Crowded into a room with four other women, all senile, she lay on her bed constantly with a towel across her face. Repeated visits and gentle prodding by the librarian usually ended in rebuffs, but at long last brought her out enough to ask for a copy of The Robe, a weak enough start. Now, three years later, she calls on the one house pay phone to ask for nine books on the next visit, with several special requests: Ernie Pyle, The International Nomads, something on Eleanor Roosevelt and President Harding, The Hapsbergs, and the Rise

and Fall of the Third Reich. Book marks in each book indicate that they are all being read at the same time, and our rehabilitated reader is prepared to discuss them. Her eyes are too busy now to cover for hours with a towel.

As another White House Conference on Aging gets under way for 1971, we come to believe that national attention actually is focusing on the older American. We will hear more about the importance of continuing education for the aged, and with the evidence of what some libraries have accomplished for their institutionalized aged, we will know what can be done. Certainly librarians, as well as others who are working with this age group, have a colossal task ahead as they pursue this receding target-for the National Council on the Aging predicts that by 1980 there will be 24,500,000 persons in the United States over age sixty-five.

NOTES

1"Profile of the Older American" by Herman B. Brotman, chief, report and analysis, Administration on Aging, U.S. Office of Health, Education, and Welfare, October 16, 1967.

²Exhibit XIII, AHIL Board Minutes, Midwinter 1968.

AMS PRESS, INC.
IS PLEASED TO ANNOUNCE
THE PUBLICATION OF

NEW YORK
UNIVERSITY
LIBRARIES
FALES LIBRARY
CHECKLIST

REVISED AND EDITED BY THEODORE GRIEDER
2 VOLUME SET • BUCKRAM
PRE-PUBLICATION PRICE—\$65.00
AFTER MARCH, 1970—\$82.50

The holdings of the Fales Library
constitute a major collection of
some 50,000 titles and more than
60,000 volumes of British and
American prose fiction from the
mid-eighteenth century to current
avant-garde works as well as a
wealth of related manuscript material.

AMS PRESS, INC.
56 East 13th Street, New York, N.Y. 10003
17 Conduit Street, London W. 1, England

What you don't know will hurt you.

Do you know the answers to these questions?

- Are there delinquency prevention programs which have worked?
- Is the crime rate really higher than it was 30 years ago?
- Does fear of long imprisonment deter crime?
- Does work release "work"?
- What are the psychological effects of imprisonment?
- Can violence-prone persons be identified?
- Is community treatment more effective than imprisonment?
- Should marijuana be legalized?

The answers to these and other questions pertaining to crime and its control are in the pages of our expert publications: CRIME AND DELINQUENCY LITERATURE and JOURNAL OF RESEARCH IN CRIME AND DELINQUENCY. The former contains in-depth abstracts of current literature and the state of the art on a given subject; the latter provides quality research reports. The subscription rates are \$10 per year for CRIME AND DELINQUENCY LITERATURE (bi-monthly) and \$6 per year for JOURNAL OF RESEARCH (semi-annually).

SUBSCRIBE NOW



National Council on Crime & Delinquency

NCCD

44 E. 23 St.

New York, N. Y.

Sirs

Please enter my subscription to the publication(s) checked below. Enclosed is my check or money order.

Crime and Delinquency Literature

@ \$10 per year

Journal of Research in Crime and Delinquency @ \$6 per year

Name

CityZip......

INSTRUCTIONAL

MATERIALS

CENTERS: an annotated bibliography

Lowell and Phyllis Horton

DURING THE past five years the instructional materials center has gained popularity in cencept and in fact. Schoolmen in all parts of the country have attempted to provide this facility for their schools. Others are planning to initiate centers as soon as possible. Those school administrators who have neither functioning centers nor plans for developing centers have the uncomfortable feeling that they are somehow neglecting that which must sooner or later be done.

Despite the rapid growth of popularity of instructional materials centers, or perhaps because of this rapid growth, the educator seeking guidance in developing and implementing such a center often has difficulty in securing texts and journal articles which provide direction. Many helpful articles are beginning to appear in the literature but they are in scattered journals. The prospective planner faces an involved and time-consuming task in attaining access to them.

The following bibliography is prepared with the hope that it will be useful to teachers and administrators who are seeking sources of aid and guidance as they plan for instructional materials centers in their schools. Many of the entries will prove equally helpful for those educators who wish to evaluate the role of centers already in operation. These articles can provide an opportunity for such an evaluation or perhaps a reevaluation of the center by exposure to what is happening in other schools and to authoritative guidance from experts in the field.

The articles selected for this bibliography seem to fall logically into two distinct categories: 1) those articles which are prescriptive in nature, where a theoretical rationale is developed for the designing and implementation of centers, and 2) those articles which are descriptive in nature, where a description of a learning center now in operation is provided. In many cases the center is traced from the initial planning stages to culmination. Hopefully, educators can learn from the experiences encountered in other school districts and from the informed opinions of recognized authorities in the field.

Several authors offer a generous step-by-step approach which will be most helpful to those educators who have clearly established their need for a center, have clarified goals and objectives, and are now ready to get to work on implementation. Other articles provide a theoretical treatment which will prove more useful to those educators in the initial stages of planning or for those educators who are ready for evaluation of existing operations.

The bibliography is presented in two discrete categories with the desire that this method of organization may be helpful for those persons seeking information at different levels of planning, implementing, and evaluating. In some cases these may be overlapping of categories as many entries fit appropriately into both areas. In such cases, the source is rather arbitrarily placed into the category which seems to the writers to more nearly serve the intended purpose.

Description of Centers in Operation

This bibliography is not intended to be comprehensive. However, the entries are representative of the sources of aid and information available.

"AV Center Brings Pacemaker Award to Penfield Schools." New York State Education, October 1964, 52:15.

An entire community supports the development and operation of an audiovisual center.

Brady, R.S. "Pseudopodial High School Can Shrink or Spread Its Learning Center." Nation's Schools, June 1968, 81:42.

School officials, architects, and consultants planned a new high school in Briarcliff Manor, N.Y., with a design which makes flexibility meaningful. Spaces are reshapable with adaptability for future unknown curriculum and teaching technology.

Branscombe, F. "IMC For Old and New Schools." *AV Instruction*, June 1968, 13:605.

In a panel discussion Tanzman describes a masterplan for building a regional instructional materials center for Nassau County to make materials and services available. Guerin describes an improvement in an IMC in a high school in Garden City, New York, where an IMC in an area was implemented in an old building around an existing library.

Brick, E. Michael. "The Key to Personalized Instruction." Audiovisual Instruction, October 1967, 786.

Description of the learning center concept as an extension of the classroom as planned and implemented in the Foundation Valley School District.

Dixon, B.D. and others. "Project Uplift." *Illinois School Journal*, Fall 1968, 48:195.

A multimedia instructional center in Mt. Vernon, Illinois, provides schools and community with newest audiovisual materials. The center provides leadership in modifying and updating curricula.

Faris, G. "AV Center That Practices What It Preaches." American School and University, March 1969, 41:47.

At Indiana University's audiovisual department an integrated program has been developed, modeled after a medical school. Students have opportunity to work in a variety of roles similar to those they will encounter on the job.

Glendeneng, R.M. "Multimedia Educational Experience." AV Instruction, April 1969, 14:66.

English teacher at a high school in Palo Alto, California, used several conventional stimuli to create a total environment into a theme entitled "Man and Power." This type approach can be adapted in any school with records, film catalogues, slides, and the energy to set up the program.

Jameson, L. "Changing Over to Materials Centers." *Instructor*, November 1964, 74:56.

In Kalamazoo, Michigan, materials have been brought together to serve students and teachers. The article describes how this was accomplished.

Ogston, T.J. "Individualized Instruction: Changing the Role of the Teacher." AV Instruction, March 1968, 13: 243.

At Duluth, Minnesota's Chester Park School are unique facilities and an exciting approach to individualized instruction. The program was planned and implemented by staff and is housed in a twelve-teacher school with three teaching pods and an IMC.

Porter, D.S. "How To Design a Working IMC, Bridge School, Lexington, Massachusetts." Education Screen AV Guide, November 1967, 46:23.

At Bridge School in Needham Public Schools, Massachusetts, the IMC is the heart of school operations. The purpose of the center is to provide necessary materials and services to teachers when they are of greatest value and to anticipate future materials demands.

Region 2 Project. "An Individualized Learning Center." Kentucky School Journal, March 1969, 21.

Description of Title III project at Mc-Neill School in Bowling Green, Kentucky. The project is centered on the use of new instructional techniques, staff organizational paterns, and curriculum media and materials.

Saltzman, S.D. "Instructional Materials Center—The Hub Of Learning." AV Instruction, October 1967, 12:802.

Farmingdale opens IMC in fourteen hundred pupil elementary school using existing staff talents. The staff schedule into the IMC certain periods of the day. Results are towards vigorous, creative action research and improvement of instruction.

Tranzman, F. "Pupil Power Helps Build AV Center." School Management, June 1968, 12:80.

At H.W. Smith Junior High School in Syracuse, New York the school cafeteria was changed into an independent research center with the students doing a major share of planning and building. The AV Center is operating smoothly. The work project motivated eight students who might have dropped out to remain in school.

Williamson, W.W. "Developing An Instructional Materials Center In the Mount Royal School." *Educational Leadership*, November 1967, 25:167.

A multimedia approach to instruction was used in the inner city, Baltimore, Maryland. The library was funded under the Knapp School Libraries Project. Result is that learning became an adventure to children.

Prescriptive and Theoretical Entries

Brakken, E. "Science Resource Center." *Instructor*, April 1969, 78:77.

Curriculum team evolves suggestions for implementing science curriculum with student-use materials through setting up a central location (resource center) for all science materials where staff and pupils can conveniently pursue science activities. The team suggests addition of science specialists to staff when funds permit or use of interested existing staff as specialists on part-time basis at least. Three scheduling techniques are suggested.

Brown, Robert M. "The Learning Center." AV Communication Review, Fall 1968, 294.

The author offers a comprehensive treatment of the concept of instructional material center in terms of background, services and supplies, building and location, and the role of the teacher.

Council of Educational Facility Planners. "What Went Wrong? The IM Center." American School and University, April 1968, 40:53.

Planning the IMC in relation to best location, good lighting, flexible walls, future uses, and elimination of distractive factors is explored in the article. Suggestions are given, which used in the planning stage, may eliminate problems once center is complete.

Dale, Edgar. "Electronic Education." Ohio Schools, January 1968, 20. Dr. Dale points out that educational technology is a means not an end. We need to face some tough, hard questions about what goals and objectives we want for today's students.

Frazier, Alexander. "Open Learning and the School Librarian." ALA Bulletin, February 1960, 115.

As a materials consultant, the school librarian must necessarily be a consultant in learning and teaching. The movement toward open learning simply highlights what has always been the essential professional role of the school librarian.

Garrison, M., Jeffers, F.J., and Reese, M.L. "Can a Materials Center Operate Without a Librarian?" *Instructor*, August, 1968, 78:23.

A panel of three principals give their opinion of how to solve the problem of operating a school library without a full-time school librarian. All agree that there should be a library available but opinions vary about how it should be operated.

Goff, R. and Sleeman, P.J. "Instructional Materials Center: Dialogue or Discord?" AV Communications Review, Summer 1967, 15:160.

Review of the major functions of IMC and controversies revolving around these functions. Guidelines are given for future action.

Jacobs, James W. "Organizing Instructional Material Services at the System Level." ALA Bulletin, February 1968, 148.

The author urges school districts with more than one building to develop an administrative plan which merges all instructional material centers in one central coordinating unit. Plans for providing such centers are treated.

McMahan, Marie. "Educational Media Center—The Library's New Look." American Ann. Deaf., April 1967, 655.

This paper was prepared for a symposium on research and utilization of educational media for teaching the deaf. A rationale is presented for the recent rapid growth of IMCs. The functions, services, and facilities of media centers are discussed in terms of selecting materials and equipment for purchase, storage of materials and equipment, scheduling, distribution,

maintaining, processing and inventorying, and helping teachers and pupils make adequate selection and utilization of materials. The facilities needed are described.

Oglesby, W.B. "Basic Elements of an Instructional Resource Center." American School and University, May 1968, 40:59-60.

Discussion of the ingredients of a good resource center: quality, service, and balance. An outline of the five basic functions of an IMC are listed and keys to effective administration delineated.

Orden, P. Van and Taylor, D. "Cooperation: Teacher-Librarian Style." *Elementary English*, January/February 1969.

Two articles describe how teacher and librarian can work together as a team to provide for individual learning styles. Emphasis is given to the importance of use of research skills and work/study skills.

Purringtin, Bruce R. "The Instructional Materials Center." Music Journal, March 1968, 115.

Presents a brief discussion of ways in which the music program fits in with the instructional materials center and its services in terms of four selected areas: service agency, teaching agency, housing of materials, and a reading, viewing, listening center.

Reed, Estella. "Building Library Skills at the Secondary School Level." Education, April 1968, 353.

A concern is expressed that so many students are leaving high school without adequate training in making use of the library. Plans are presented for correcting this problem through the wise use of IMC center.

Reid, C. "Children Learn Through Many Media." *Childhood Education*, February 1960, 36:248.

The idea is developed carefully and in detail that through the use of a wide range of media both for furthering the quest for learning and for reinforcing and expressing ideas already learned, we can best help children learn constantly from the world around them. Suggestions are given for using and implementing the new media.

Trenholme, A.K. "The New National Standards For School Media Programs: A Great Step Forward." Audiovisual Instruction, September 1968, 697.

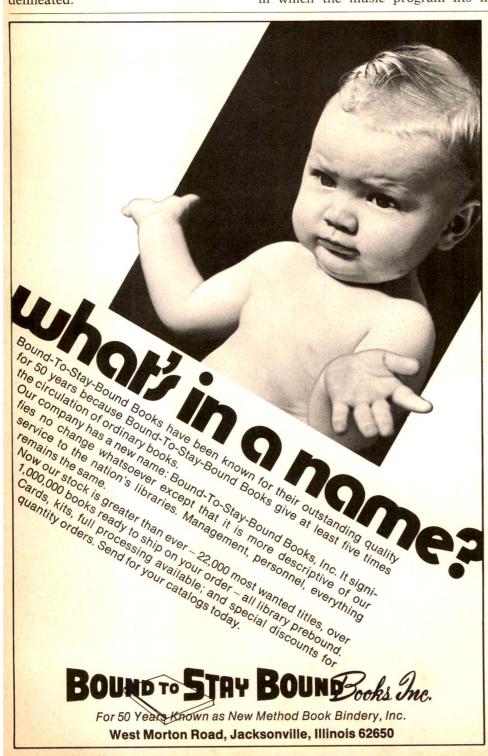
The National Standards for School Media in which twenty-eight national education organizations concurred is treated in terms of background, terminology, personnel, problems, and implementation of the standards.

Wheeler, Robert C. "IMC Concept Grows Here." Wisconsin Education Association, November 1967, 12.

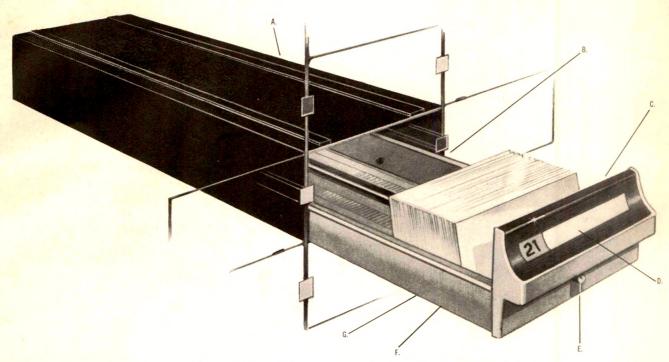
The article presents a discussion of three varieties of IMC's currently receiving attention. Tips are offered to administrators for making the IMC valuable to staff as well as pitfalls to be avoided.

Whitenack, Carolyn I. "The Instructional Materials Center: A Changing Concept." American Ann. Deaf., November 1967, 560.

This paper was prepared for a symposium on research and utilization of educational media for teaching the deaf. The author discusses the philosophy behind recent developments, some favorable developments, and suggests some specific qualities of leadership needed by persons who direct integrated programs of materials.



begin with these improvements:



- A. Extruded aluminum shapes provide an attractive contemporary outer housing or the inner framing when covered with wood or Formica® exteriors.
- B. 16-3/8-inch clear filing space.
- High-style drawer facing (woodgrained, black or white label holders).
- D. Color-coded labels furnished. 4.125 square inches usable label space.

Labels cannot be accidentally removed, cannot be thumbed out, protected from smudging because installed under plastic. Drawer facing label holders are angled for improved readability.

- E. Flush rod head

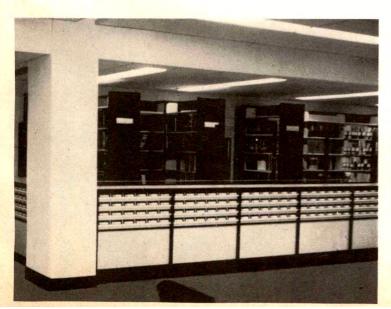
 Easily removed card rod with snap-in locking feature.
- F. Tray weight only 45 ounces.
- G. Charcoal or white trays.

The design accomplishment of all time in the library field, the Estey Card Catalog Modular Tray System makes possible at a reasonable price what formerly was the most costly kind of customized library equipment. It can be assembed in any dimension or any shape, to fit whatever area is available. Its housing can be wood, high pressure laminate or anodized aluminum. In fact, its shape and appearance are dictated by your needs! And in addition, the cost per filing inch is drastically reduced!

If your imagination is hard at work on your library layout, why not ask for further information about this Estey product?

ESTEY® CORPORATION

Drawer E, Red Bank, N. J. 07701



Here, for example is a charging desk which really is constructed of this most versatile tray module. Its capacity? Count 'em!

This is a 91-tray closed-base card index file cabinet. Each tray offers 16-3/8 inches of clear filing space or a total of 1,490 inches, to hold 148,000 index cards!



How to protect your Life.

and save your Time...preserve your Looks...and safeguard your Fortune.

No matter what periodical you want to protect, Bro-Dart can keep it looking new with its Plasti-Kleer® Universal Periodical Covers. These handsome covers are versatile: come in all sizes, protect circulation periodicals and pamphlets. Available with sturdy card stock backing on which you can glue a pocket or with clear backing so that insides of covers are not concealed—a Bro-Dart exclusive.

The two-piece cover is easy to assemble. Slip one half over the front cover, other half over back cover, and join at spine with Reinforcing Tape or Reinforcing Strips.

Bro-Dart periodical covers are made to last. They're reinforced with tough black fibre edging. Clear, durable polyester film shows off magazine covers to best advantage. And they can be removed and reused Time and Time again.

There's a longer-lasting, moneysaving periodical cover for your every need.

They're real Lifesavers. Write for Bro-Dart's complete priced Library Supply Catalog showing our full range of Periodical Protectors.





Packaged tour of the world.

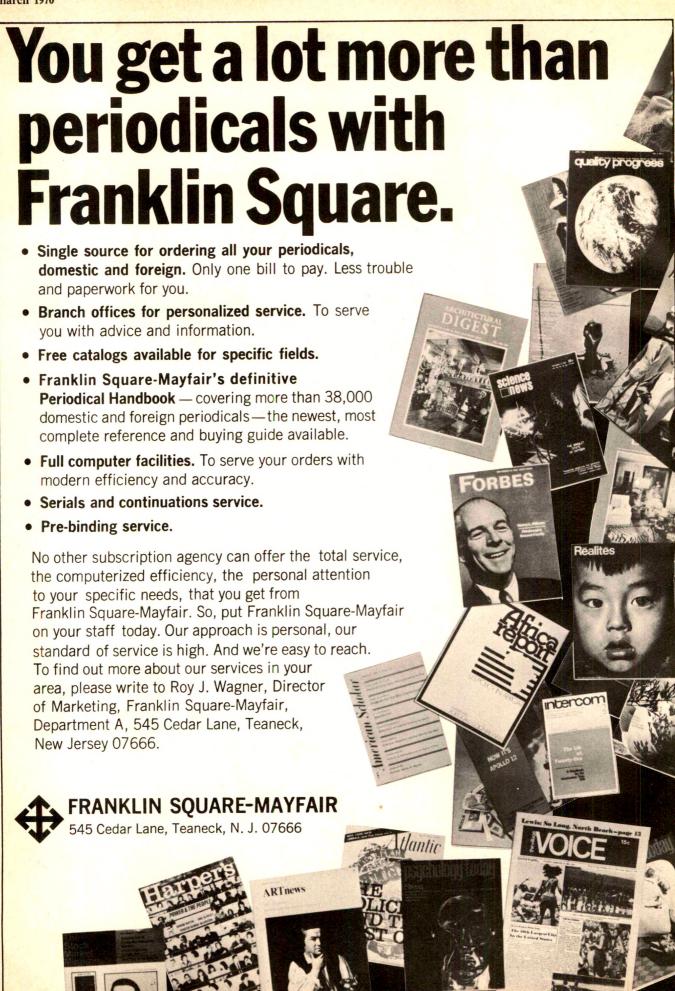
Discover the big, multi-media Denoyer-Geppert package that makes geography easier to teach, more fun to learn. We call it our Geography Resource Unit—a set of 29 maps, 34 transparencies, a classpack of 30 atlases, all interrelated to work together in a more effective program. If you wish, we'll store and mount it all on a four-wheeled CartoMobile with map display rack. It becomes a movable geography helper you can take from room to room and your students can take on a

trip of the world. Other specialized resource units available for: Map Reading, Global Understanding, Geology and Physical Geography, Oceanography.

See them all in our exciting new Social Studies Catalog 70, The Shape of Teaching. Ask your representative for a free copy or write for it. Denoyer-Geppert, 5235 N. Ravenswood Ave., Chicago, Illinois 60640.



DENOYER-GEPPERT



Notes on Contributors

LARRY BONE

Served as deputy librarian of the American Library in Paris last year and was inspired by his experiences there to write a history of the library's development. We take this occasion, the year marking the Library's fiftieth anniversary, to publish Mr. Bone's article beginning on page 279. He is assistant professor of library science at the University of Illinois.



LELAND PAYTON

Shows us an as yet unpolluted natural environment in his photographic essay on his homelands, the Ozarks, on page 256. As a free-lance photographer, his work has been primarily on the subject of natural history and conservation of wild resources. The subject of the Ozarks will be thoroughly explored in Payton's book, to be completed in three years.

DOROTHY ROMANI

Has many years of experience in administering library service to the aging, in institutions, hospitals, and in their homes. In her article on page 286 she discusses some of the practical problems of staffing, training volunteers on book selection, etc., but her constant concern is how to get the most books into the hands of the most readers. Miss Romani is coordinator of Extension Services at the Detroit Public Library.

JUDITH POWELL

Looks at education as "a life process of becoming instead of as a branding iron" and, along with Sandra Johnson, has written an article (see page 245) on the film program at the Waterville Senior High School Model Library, which she directs. Mrs. Powell has been with the Model Library for twelve years, is president of the Maine School Library Association, and a member of the Governor's Task Force to Study Library Needs in Maine.

SANDRA JOHNSON

Was distinctly one of the educators who helped change the climate of the Waterville Senior High School where she worked in the library as language arts coordinator—a position designed to teach teachers informally how to incorporate library materials into their classroom. She and Mrs. Powell have written the story (see page 245) of how they reached students through "mediacy" and, what is more, developed a communion of learning with them.



FRANKLIN PATTERSON

Rose to the moment when called upon to comment about libraries at the library convocation of Franklin Pierce College in Rindge, New Hampshire. His address, printed on page 254, presents the views of a college president on what he believes a college library should be and on what he fears some are becoming—sophisticated warehouses. President of Hampshire College in Amherst, Massachusetts, Mr. Patterson also took the occasion to honor Mrs. George Rodney Wallace.



ROBERT H. ROHLF

Has extracted the financial aspects from the Public Library Association's systems study and on page 242 presents an intensive summary of the financial realities of system operations. Mr. Rohlf is director of the Hennepin County Library System headquartered in Minneapolis. The complete Public Library Systems in the United States: a Survey of Multijurisdictional Systems is available through the Order Department, ALA Publishing Services.

DAVID J. NETZ AND DON E. WOOD Have analyzed the Ohio State University Libraries internship program for library school students by synthesizing the responses of past interns to a questionnaire on the program's value (see page 253). Mr. Netz is instructor of library science and reference librarian at Dordt College in Sioux Center, Iowa. Mr. Wood is head of the Serial Division, Acquisition Department, with the Ohio State University Libraries and instructor of Library Administration.



LOWELL AND PHYLLIS HORTON

Were inspired to put together the annotated bibliography on page 290 as they themselves were faced with the task of planning and putting into operation a learning center. Lowell Horton is an associate professor of education at Northern Illinois University, and Phyllis Horton is director of the learning center at Glidden School in DeKalb, Illinois. They are presently working on the finishing touches to a book designed to help teachers and administrators plan or improve their learning centers.

Notable Nominations

The following is the last group of selected nominations from the Notable Books Council for 1969 titles. The Council's final choices, the 25th annual Notable Books list, are presented on page 276.

Blythe, Ronald. Akenfield: Portrait of an English Village. Pantheon. A small contemporary community near London is presented with a realist's eye for social concern and a poet's eye for truth.

Dennison, George. Lives of Children: The Story of the First Street School. Random. An inspiring description of the life and death of the First Street School on New York City's East Side. Near miracles of personality reformation and learning were produced and are eloquently presented in this significant study of an experiment in education.

Celine, Louis-Ferdinand. Castle to Castle.
Delacorte. A bleakly comic novel of civilian life in Germany at the end of World War II that is a modern achievement in form and style.

Erikson, Erik H. Gandhi's Truth: On the Origins of Militant Nonviolence. Norton. A psychoanalytic biography of Gandhi. It is also a close examination of nonviolence and the weaknesses and strengths of Gandhi's approach.

Gross, John. Rise and Fall of the Man of Letters. Macmillan. The decline of a noble head of intellectuals known as "the man of letters" is increasingly evident because of the diversion of great minds to careers in science, to expression through other media, and to the ever increasing professionalism in literary study today.

Kunen, James Simon. Strawberry Statement: Notes of a College Revolutionary. Random. The author's diary of the student demonstrators at Columbia in the spring of 1968 as well as other events in the life of a personable young student rebel. Vital and authentic.

Mitford, Jessica. Trial of Dr. Spock.
Knopf. A well written, extremely interesting study into this case, the judge who was dead set against the defendants from the beginning, the "cleansed jury" at the end, the disgrace the case caused to the judicial system of this country.

Gay, Peter. The Enlightenment, Vol. II.

Knopf. "The recovery of nerve" is
the organizing theme behind this
striking survey of the 18th century—
when the great men were all scientists
and it was thought to be an age of
reason.

Lahr, John. Notes on a Cowardly Lion.

Knopf. A striking biography of the late actor, Bert Lahr, by his gifted, fascinated son.



PRINTS CATALOG CARDS

Hundreds of Libraries—big and small—now print 3 x 5 professional catalog cards and postcards (any quantities) with new precision geared stencil printer especially designed for Library requirements. Buy direct on Five Year Guarantee. FREE—Write TO-DAY for description, pictures, and low direct price. Cardmaster, 1920 Sunnyside, Dept. 13, Chicago 60640

Publications Checklist

The following publications of interest to the profession have been received in the American Libraries office. The materials are then forwarded to the ALA headquarters' library for possible inclusion in their collection.

Archives 69: a service of the Swedish Institute of International Affairs. All services \$800 a year. Trial subscription: one month \$60.

This service is composed of two parts: 1) daily distributed reprinted articles from worldwide press sources classified according to U.D.C and indexed by subject area. A daily classification list supplies the article's headline, source, and date. The classification lists are compiled into 2) compendium indexes biweekly, monthly, quarterly, and annual. All material is sent airmail. The purpose of the service is to attempt to provide a continuous picture of international political developments. The daily materials are reprographic and the indexes are paper bound on good stock. The service may be purchased in different parts and combinations. For information write to the Institute, Archives Section, Wenner-Gren Center, Sveavagen 166, S-113 46 Stockholm, Sweden. It is worth the time for large research libraries to look into this service. They have just started to let the rest of the world (U.S. and Canada) in on this service.

Books for Junior College Libraries. Compiled by James W. Pirie. Chicago: ALA. 468 pp. \$35. LC 76-82133 SBN 8389 0074 7 (1969).

More than three hundred people had their hand in choosing the approximately twenty thousand books in the list. It is arranged by broad subject area, main entry information and price, plus LC number. An authorsubject index brings up the rear. The entire project came out of the Joint Committee on Junior Colleges of the American Association of Junior Colleges and ALA, the Junior College Section of the Association of College and Research Libraries. The selections include literary works in foreign languages together with English translations, textbooks, paperbacks, and out-ofprint titles. In addition to the audience aimed for in the title, public libraries with community colleges nearby will want to check this list against their holdings and public libraries serving about fifty thousand or more should check for additions to their 'want" list.

British County Libraries 1919–1969. K. A. Stockham. 1969. London: Andre Deutsch. 126 pp. 30s.

A look at the past and first fifty years of public county libraries in Great Britain,

with a nod to the North Ireland situation. Of interest here to subject collections and library schools. The bibliography is well done and has pertinent annotations where needed.

A Calendar of Coming Meetings of Interest to Historians. January 1-August 31. Eastern States Historical Clearing House. Three issues a year. No charge.

The compactness and multitude of eastern universities and historical societies make this of interest to all historians. They do just as they say and cover only the states east of the Mississippi and a few tentative forays south of the Potomac. All your inquiries are to go to Thelma Mielke, at the clearing house, Long Island University, The Brooklyn Center, Rm. M804, Brooklyn 11201.

Charges for the Use of Lending Library Services. Leichestershire County Library. November 1969. Report Series no. 1. 19 pp., paper. 32½ p.

A dilemma that is being faced by more and more public libraries—When the demand for services exceeds the budgetary ability of the library to provide that service do you start charging for traditional library services? If you do charge, how much and to whom? This report did not produce a charge program in the library system but it should be available as an inspiration to students and researchers as another report on a subject almost completely exempt from the "publications" explosion. And if you have been toying with the idea of charging for library services, the list of advantages and disadvantages is worth the price.

Costume: The Journal of the Costume Society. No. 3, 1969. (quarterly?) Published for the Society by Victorial and Albert Museum. London S.W. 7. No acquisition information provided.

I am beginning to fully understand why serials acquisition people get cranky. Here is a very handsome magazine, costly to produce, full of b. and w. illustrations. Even a pattern or two that libraries with more than token interest in costume would like to have a look at and see if they can fit it into the budget. It comes to us like so much of the material to this section, with a friendly handwritten note asking for notice. Then you can't find any information within the note, on the pages of the magazine, or even scribbled across the envelope it arrived in as to how much the damn thing costs. They don't even have a masthead in this one that tells whether it is occasional, quarterly, or semi-something-or-

The Example of Miss Edith M. Coulter. Lawrence Clark Powell. 1969. Keepsake Series no. 8. Sacramento: California Library Association. 17 pp. Paper, \$2, cloth, \$6.75.

Powell has charm and a way with words that makes the mid-thirties and a reference class in Berkeley seem almost Dickensian. Printed by Grant Dahlstrom at the Castle Press it is in classic form and of interest to former students, bibliophiles, and subject collections.

Federal Legislative Policy of the ALA. Chicago: ALA. 21 pp., paper. Free.

This is the revised statement adopted by Council at Atlantic City, N.J. June 27, 1969. Order from the Washington Office.

Financial Assistance for Library Education: Academic Year 1970-71. Chicago. ALA. 1969. 56 pp., paper. Order from the Office for Recruitment at Chicago headquarters. Single copy 50¢; 10, \$4.75; 25, \$11.25; 100, \$42.00.

Prepared by the Library Education Division the list offers assistance sources from state agencies, library associations, and educational institutions, national and regional awards. There is a list of the accredited schools as of August 1968. Awards or scholarships under \$500 have not been listed.

Focus: Black America Bibliography Series: published by Indiana University Libraries and Focus: Black America. 12 volumes. Paper. \$10.

These mimeo lists from the collection at the library are arranged in broad subject volumes, i.e., "Psychology of Black Americans—Biological Aspects of Race." "The Negro and the Establishment Law, Politics and the Courts," etc. Individual volumes may be purchased. It is a simple list with the LC Class and contains no purchase information. The arrangement is usually subject but does not always apply. For information write to African Studies Program, Indiana University, Bloomington, 47401.

Geoserials 1969. A single issue of Geoscience Documentation, July 1969. Vol. 1, no. 1. Published by Geoservices, P.O. Box 1024, Westminster, London, S.W. 1, England. \$10 (add \$2 for airmail).

This is a world list of current geoscience serial publications and is the first of a bimonthly magazine devoted to the study of all geoscience literature. This issue is 127 pp. 9" x 11½". It seems to be well crossindexed in the alphabetical title arrangement.

Guide No. 1: Bibliography of Church and Synagogue Library Resources. Church and Synagogue Library Association. P.O. Box 530, Bryn Mawr, PA. 19070. Paper, mimeo. 50¢.

This is a first effort to provide a basic list of resources currently available to assist librarians and church and synagogue library committees. It is arranged in broad subject areas and includes acquisition information. It will be of use to even the smallest public library as a guide to materials or for interlibrary loan purpose. State extension services may wish to have a copy for the same reason.

Institutional Library Services: A Plan for the State of Illinois. Social, Educational Research and Development, Inc. Chicago: ALA. 126 pp., paper. \$3.50. LC 77-93276 SBN 8389 0080 1 (1970).

In addition to analyzing existing conditions in the state it considers the unique role of the professional librarian in institutions, the function of institution libraries, and guidelines for effective service. It touches on the use of nonprofessionals and discusses the motivation for use by those institutionalized. Appendixes include special bibliographies on the practice of bibliotherapy, description of the duties volunteers can perform, plus an overall background bibliography. This should be on the shelf with all subject collections and state libraries should make copies available to their state offices for the institutionalized.

Large Print Book Project: A Report. New York Public Library. 1969. 36 pp. Limited quantity available.

Bernice MacDonald, coordinator, Adult Services at NYPL, reports on the LSCA grant program that ran for two years. It poses all of the problems and pitfalls of the large-print program. The single most important conclusion is that the program is only effective when the library goes to the potential user, and that the project was hampered by NYPL policy that prohibits home bound service and depository collections outside the library system.

Magazines For Millions: The Story of Specialized Publications. James L. C. Ford. Carbondale, Ill.: Southern Illinois University Press. 320 pp. \$11.75.

You must admit that there is very little in print about one of the nation's biggest printing enterprises—the specialized audience magazine. The author knows his subject and speaks authoritatively and comments on magazines in the industrial, scientific, farm, religious, fraternal and organization, and special groups like teens and the aged, recreation and leisure time activities. It is not a selection tool, but it could help. It is readable enough to make the general library user enjoy dipping in. It is indexed and illustrated.

One Hundred and Fifty Books of the Last Three Years. Adult Services, Toronto Public Library. 1969. 24 pp., paper. No price or order information provided.

A good list as such things go. It is handsome and will fit a purse or a breast pocket. The broad general dewey numbers make it usable in most any public library. Now, if I could tell you where to order and if quantity was available the whole damn thing might be worth your time.

Quarterly Bulletin of Outstanding Acquisitions of the Metropolitan Toronto Central Library. Volume 1, no. 1 (October, 1969) 19 pp., mimeo, paper cover. Free.

An annotated list of the more rare and bibliographically interesting items added to the collection. Some items in the first issue: Moses Pitt, 1654–96; A map of the North Pole; Type specimen books from turn of the century Germany; Vladimir I. Dal's 19th century authoritative dictionary of Russian language, dialect and slang; etc. Contact John T. Parkhill, director, 214 College St., Toronto 2B for information.

Regional Information System for Educators. 4 parts: 1) Information Services: A Survey of the History and Present Status of the Field; 2) Establishing the Information System—An Operational

Handbook; 3) A Searcher's Manual of Information Resources; 4) Installation and Evaluation of RIS. Published by the Michigan-Ohio Regional Educational Laboratory, 3750 Woodward Ave., Detroit, Mich. 48201. Paper. No acquisition information provided (maybe they are free).

When the libraries won't do their job those in need of information seek ways of meeting their own needs. It is costly and not very effective, but this field experiment calls for more money and experiment. Library schools should have this series of reports as should state agencies.

Schism, a journal of divergent opinions. Summer '69. Quarterly by Schism Publishing Co., 1109 W. Vine St., Mt. Vernon, OH 43050. \$7.50/yr.

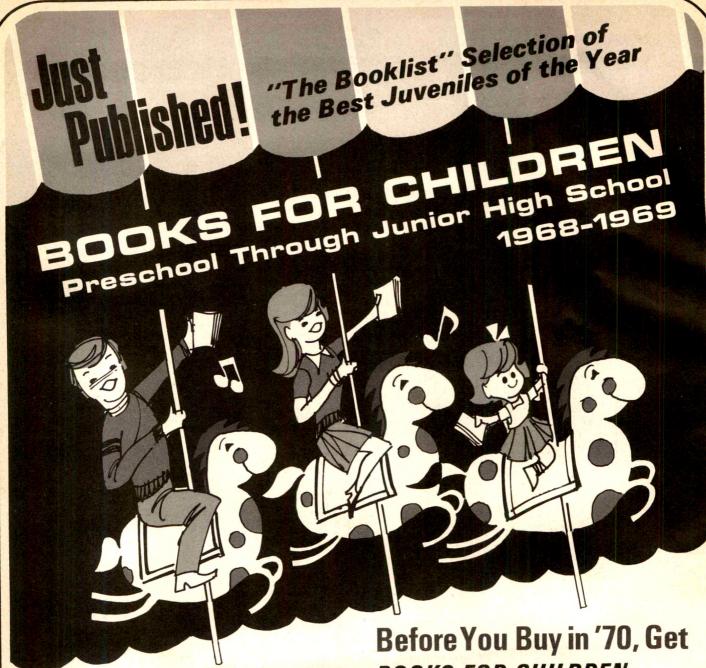
It was inevitable that someone would see the worth of reaching into the magazines of the left, the right, the out, the in, the up and the down for a "reader's digest" of political and social opinion. The volume viewed had an article advocating black colonies from UUA (Unitarian Universalist Assn); Now, an article calling for genetic purity from the National Renaissance Bulletin, and some antiblack power cartoons from Statecraft; others represented Political Affairs, theoretical journal of the Communist Party, USA, The Christian Anti-Communism Crusade, New Left Notes, Independent American, Interplay, El Malcriado (U.F.W.), The Mendszenty Report, etc. There is no excuse for libraries not to have this magazine that provides a well balanced cross section of divergent opinion magazines. Highly recommended-take a collection in the reading room or at the circulation desk. This one fills many needs.

Singapore National Bibliography. 1967. National Library. There is no volume or number but the introduction states that it is the first issue. 155 pp., paper. \$3.

Most of the works listed are in English with Chinese where needed. Naturally it is guided by Dewey classification and includes the expanded classification for Malaysia. It lists materials published within the Republic. There is a subject entry section, and author-title index, and a list of publishers. Order from Malaysia Publishing House, 71/77 Stamford Rd., Singapore 6. There are several other distributors listed so it may be possible that your normal distributor for that region can obtain a copy.

Suppressed Commentaries on The Wiseian Forgeries: Addendum to an Enquiry. William B. Todd. Austin: University of Texas Press. Humanities Research Center. 49 pp. No acquisition information provided. LC 77-89555.

This is a handsome, traditional *little* book that is to be part of a series based on the bibliographic resources at the University and other aspects of manuscript or book production delivered by visiting lecturers. The subject here is T. J. Wise and a dispute over the authenticity of some fiftyfour 19th century manuscripts.



- Approximately 850 titles reviewed from September 1968 through August 1969.
- Selected, evaluated, and reviewed by The Booklist, OFFICIAL ALA book review journal.
- Preschool through Junior High School, with every title recommended for school and library use.
- Complete ordering and cataloging details for every title.

Don't Kid Around about children's books . . . subscribe to The Booklist.

Only \$10 per year.

Before You Buy in '70, Get BOOKS FOR CHILDREN Preschool Through Junior High School • 1968-69/\$3.00

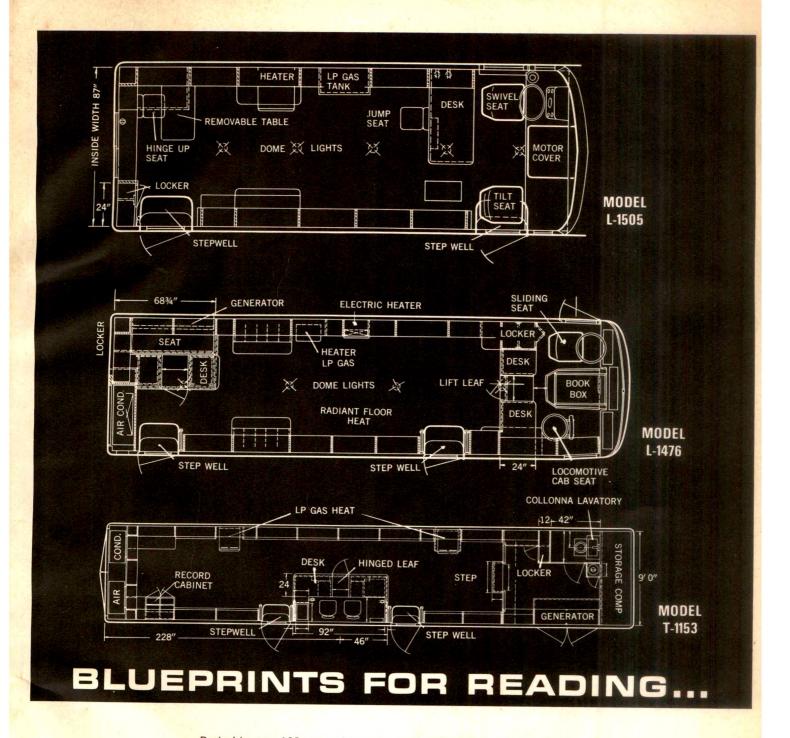
Previously Published for Preschool Through Junior High School

Books for Children	1967-68\$	2.50
	1966-67	
Books for Children	1965-66	2.00
Books for Children	1960-65	10.00

AMERICAN LIBRARY ASSOCIATION

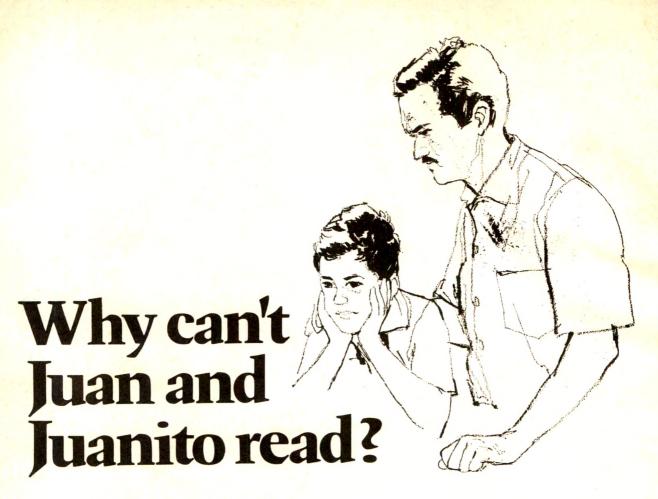
50 East Huron Street Chicago, Illinois 60611





Backed by over 100 years of know-how and craftsmanship, Gerstenslager is regarded as the world's leading producer of bookmobiles. Select your "Blueprint for Reading" from Gerstenslager's planning and designing suggestions found in a special brochure titled, "The Bookmobile Story." Fill out the coupon now for your copy.

THE GERSTENSLAGER COMPANY Wooster, Ohio 44691 Please send me "The Bookmobile Story" brochure on planning and designing a bookmobile.	Library Attention of: Address City State & Zip S
GER. THE GERSTENSLA	STENSLAGER GER COMPANY · WOOSTER, OHIO · PHONE 216/262-2015



They can read. They read Spanish.

When they come to your library will they find the Spanish language books they need and want?

For a library to locate and secure those needed titles from many foreign sources can indeed be a problem.

The Pan American Union, through its "Proyecto Leer" program, has recognized this problem, and Bro-Dart is doing something about it by making immediately available all books in the Proyecto Leer Bulletins.

Books for instruction . . . for self-improvement . . . for amusement . . . for just plain pleasure.

We know that you, as a librarian, will realize the importance of having a selection of these books available for the Spanish-speaking members of your community.

For the complete selection of more than 890 Proyecto Leer titles available from Bro-Dart, write us today.

You will be doing your part in seeing to it that every Juan and Juanito in your community will have books that they want to read. That they can read. Order Ahora!

The Bro-Dart Foundation

113 Frelinghuysen Avenue Newark, N.J. 07101

Classified Advertisements

NOTICE

Respondents to advertisers offering faculty "rank" and "status" are advised that these terms are ambiguous and should inquire as to benefits involved.

All advertisements submitted by institutions offering positions must include a salary range. The range should provide the applicant with an indication of the salary the institution is willing to provide for the position offered.

All advertisements for the Positions Wanted and the Positions Open classification will be edited to exclude direct or indirect references to race, creed, color, age, and sex as conditions of employment.

Rates: \$1.50 a printed line; ALA Members, \$1. Please state whether you are an ALA member when placing your advertisement. Copy receipt and cancellation deadline—six weeks preceding date of issue. If voucher forms are required, submit them with duplicate copy of our invoice to the Classified Department. Invoices issued after publication date; prepayment not accepted.

Advertisers—please check your ads! Each ad is carefully proofread, of course, but still an error can occur in content or classification.

If you find an error in your ad, and if you notify us immediately after its initial publication, we'll be responsible for corrections. But, if error continues after first publication and we are not notified of the error immediately, the responsibility is yours.

FOR SALE

- OUT-OF-PRINT, Colonial "out-of-print" Book Service, Inc., specialists in supplying out-of-print books as listed in all library indexes (Granger: Essay & General Literature, Shaw Standard, Fiction, Biography, Lamont, Speech, etc.). Want lists invited. 23 E. 4 St., New York, NY 10003.
- PERIODICALS bought & sold. Sets, files, back issues. Canner's ALA Dept., Boston, MA 02215.
- "OCCUPATIONS Filing Plan" by Wilma Bennett, new, revised edition now available from the Interstate Printers and Publishers, Inc., Danville, Illinois 61832, at \$14.95 for the book listing the headings + the set of labels for 393 fields of work and 698 see references for use on your own folders to organize and service your unbound occupational information.
- BACK Number Magazines. Established 1889. Largest and best selections anywhere. Please send us your list of Duplicates for Sale. Abrahams Magazine Services, Inc., Serials Dept., 56 E. 13 St., New York, NY 10003.
- BOOKS located for you. Any out-of-print titles. Free searching. Never an obligation to buy any book. We will locate 1 or 1,000 books for you. Write Brainard Book Co., Box 444AL, La Grange, IL 60525.
- EXCLUSIVE want lists get prompt attention, wide search, reasonable prices from International Bookfinders, Inc., Box 3003-ALA, Beverly Hills, CA 90212.
- OVER 2,000,000 backdate magazines! Send want lists. No catalog. Established 1932. Midtown Magazines, Inc., Box 917-AL, Maywood, NJ 07607; (212) 993-6579.

- U.S. GOVERNMENT publications. We buy, sell, and exchange. Samuel Ward, La Plata, MD 20646.
- GOVERNMENT Printing Office publications at GPO prices, mailed within 72 hours. Order from Marv Broadbent, Box 11000, Washington, DC 20008.
- GOVERNMENT publications. Current documents mailed in 3 days. Same GPO prices. CaDocs, Box 4922, Washington, DC 20008.
- INTERNATIONAL Congresses are one of our specialties. Foreign books and periodicals, current and out-of-print. Albert J. Phiebig Inc., Box 352, White Plains, NY.
- SERIALS bought and sold. Entire runs or single issues. Catalogs sent on request. J. W. Caler, Inc., 7506 Clybourn, Sun Valley, CA 91352; (213) 877-1644.
- JUST arrived—an entire library of medical journals, also IRE/IEEE transactions, USGS publications, NACA/NASA publications, AAS, and other symposia. J. W. Caler, Inc., 7506 Clybourn, Sun Valley, CA 91352; (213) 877-1664.
- ENGLAND, London. Ealing School of Librarianship. "The scene in British librarianship." A course for American librarians, June 22-July 3, 1970. Visits to Oxford, Cambridge, British Museum, etc. \$100. Full details from Ealing School of Librarianship, Ealing Technical College, London, W.F., England.

POSITIONS WANTED

- LIBRARIAN, married. M.A. (library), Ph.D. (French). Seeks challenging directorship in quality program college/university library. 17 years experience, 13 as head librarian, 9 years college teaching, including independent study program direction. Primary interests: collection building, library-curriculum-research integration. Building planning experience. Present salary \$16,000. Available July-September 1970. Write B-525-W.
- LIBRARIAN, M.S. in L.S. seeks government documents or general references position. 2 years documents/microforms experience: U.S., Wisconsin, UN, UNESCO, & OBCD documents; in charge of microfilm collection of periodicals, ERIC, OAS, HRAF, & monographs. Some general reference, readers advisory, and serials experience. Available June 1. Write B-528-W.
- LIBRARIAN with bachelor's and master's degrees in library science, available for teaching cataloging. Extensive cataloging experience in academic, research, and large public libraries. Write B-529-W.
- CAPABLE person, M.L.S., B.A. in English is seeking position overseas, preferably Europe. 2½ years experience in industrial special library as cataloger, lead position in reference group, assistant in organizing a divisional library. Will consider a position in education. Present salary \$9,800. Write B-531-W.
- CATALOGER, experienced in L.C. (including 10 years as head of large department) seeks position as catalog department head in college or university, East, Southeast, or Canada. Write B-533-W.
- LIBRARIAN, M.L.S., 4 years varied experience on college level, wants a change. Desire creative, stimulating position which offers opportunity to actively use library training. Prefer Southwest, New Orleans or D.C. areas. Metta Nicewarner, Rt. 5, Box 314, Abilene, TX 79605; (915) 677-6811.

POSITIONS OPEN

WORLDWIDE

GREECE. Cataloger, Dewey system (English, French) required for American liberal arts college. International community. Write Head Librarian, Pierce College, Box 472, Athens, Greece.

ALA HEADQUARTERS

BOOKLIST Office. School or children's librarian to review children's books. The full-time position consists of reading and evaluating children's books in all subject areas and at all age levels from preschool through teenage, and writing concise, critical annotations of the books recommended for library purchase. Qualifications include a degree from an accredited library school, sound knowledge of children's literature, and experience in using books with children in school or public libraries. Beginning salary, \$8,772; maximum \$12,360 reached by 7 yearly increments. Liberal vacation and sick leave allowances and other benefits. Apply to B. A. Roberts, Personnel Office, ALA Headquarters, 50 E. Huron St., Chicago, IL 60611.

ACADEMIC LIBRARY

Administration

RHODE ISLAND. Head of art and design college library which is planning reorganization and development. Requires M.L.S. and experience. Faculty status, social security, T.J.A.A., major medical, group life insurance, month vacation. Salary open. Send application and resume to President, Rhode Island School of Design, 2 College St., Providence, RI 02903.

OHIO. Director, university library: State University, Bowling Green, Ohio, solicits applications from well-qualified individuals for directorship of its new \$4.5 million university library. Growing university of 14,000 students, in predominantly rural area, small city environment, easy access to Toledo, Detroit, Cleveland. Finest library facilities, experienced professional staff of 24 and large support staff. Automated circulation system, developing automated serials list. Candidates should have Ph.D. or equivalent, administrative experience, ability to work harmoniously with faculty. Salary in \$22,000 range for 12 months, vacation, and fringe benefits. Send inquiries to Richard C. Carpenter, Actg. Dir.

MISSOURI. Position open. Head librarian, municipal library of University City, Missouri. M.L.S. + experience. Administer professional staff and annual budget of over \$200,000. New, modern library building opening early 1970. Strong community support, creativity encouraged. Uni-

Highsmith Library Supplies and Books Catalog

Many new pages of fascinating items — new "non-book" AV files, new children's book browsers, new \$1.95 desk carrels, new book trucks, 433 new paperbacks. Write for our new Catalog. THE HIGHSMITH CO., INC., Fort Atkinson, Wis. 53538.



ASSISTANT ACQUISITIONS LIBRARIAN

THE FREE LIBRARY OF PHILADELPHIA

Announces an opening for an Assistant Head of the Acquisitions Department with responsibility for ordering adult and young adult book materials, supervising and training professional staff, serving as liaison between the department and library agencies, serving as department head in absence of Acquisitions Librarian. Salary range: \$10,447 to \$11,695. Liberal fringe benefits with excellent pension plan.

Requirements: fifth-year degree from accredited library school; four years of experience including two years in acquisitions work; U.S. citizenship.

For further information, contact:

Miss Linda Seyda Employment Representative The Free Library of Philadelphia Logan Square Philadelphia, Pennsylvania 19103

LOS ANGELES LIBRARIANS

\$677 MO. 24 LIBRARY SCIENCE UNITS + NO EXPERIENCE

\$715 MO. 1 YEAR EXPERIENCE OR MASTER LIBRARY SCIENCE

ADVANCE IN A GROWING SYSTEM OF-FERING WORK IN BRANCHES, SUBJECT DEPARTMENTS, TECHNICAL SERVICES AND CHILDREN'S WORK.

Immediate job offers without visits to Los Angeles. Seniors apply now for placement before graduation. U.S. Citizenship required.

Call Mr. Porter (213) 622-3088 for information or write to Personnel Department, Room 100, 111 E. First St., Los Angeles, California 90012.

versity City is a cosmopolitan, residential suburb of St. Louis, with a population of 55,000 and a high ratio of business and professional people, adjacent to Washington University. Beginning salary, from \$10,000. Send application and resume to L. Aynardi, University City Library, 630 Trinity Ave., University City, MO 63130.

NEW JERSEY. Library director in rapidly growing community of 60,000 located 15 minutes from Philadelphia. New building, staff of 40, collection over 70,000, budget over \$350,000. M.L.S. degree and adequate administrative experience required, commensurate with the position. Salary \$13,000 minimum, liberal fringe benefits. Send resume to John F. Pyle, Chmn., Personnel Committee, Board of Trustees, Cherry Hill Free Public Library, Cherry Hill, NJ 08034.

CALIFORNIA. Assistant reference librarian, Sciences-Engineering Library, University of California, Santa Barbara. Librarian II (\$8,304-\$10,596). Assist with nonroutine reference work and collection development in sciences and engineering technologies. Requirements: M.L.S. degree, undergraduate major in sciences, minimum of 2 years appropriate professional experience. Foreign languages desirable. Vacations, 24 working days. University of California retirement plan and fringe benefits. Academic status. Apply to Katherine C. McNabb, Assoc. Univ. Ln., Library, University of California, Santa Barbara, CA 93106.

PENNSYLVANIA. Require one *librarian* with a master's degree in library science and a minimum of 5 years of varied professional library experience, including work in an academic library. Candidate must subscribe to the community college philosophy, have demonstrated administrative ability, and accept the multimedia concept of the instructional resources center. Some basic knowledge of automated library procedure through the use of the computer is also essential. Salary range \$9,100-\$12,200. Apply to the Office of the Assistant to the President, Northampton County Area Community College, 3835 Green Pond, Bethlehem, PA 18017.

CANADA. University of British Columbia Library invites applications for the position of administrative services librarian whose chief duty will be implementing supporting staff personnel policies including selecting, in cooperation with division heads, applicants to fill supporting staff vacancies, and recommending new policies and procedures. He will be responsible to the associate librarian. A degree in library science and administrative experience are required. The minimum beginning salary will be \$12,000. The University of British Columbia is in Vancouver, a beautiful west coast city of 685,000 population. Current enrollment is 22,000. The library's book collections total more than 1,200,000 and the book budget is more than one million annually. The library staff numbers 375 and 90 of these are professional librarians. There are excellent medical, disability, group insurance and superannuation benefits, and 4 weeks vacation. Librarians are eligible to join the faculty club and faculty association. Apply to I. F. Bell, Assoc. Ln., University of British Columbia, Vancouver 8, British Columbia, Canada.

TEXAS. Head cataloger, staff of 2-3 clericals. Cataloging load, 10,000-14,000 volume per year. Salary range \$5,340-\$6,960. Apply to Librarian, Public Library, 202 Cedar Street, Abilene, TX 79601.

Multiple

MICHIGAN. Slavic positions, University of Michigan Library, Ann Arbor. Large Slavic collection, strong faculty support and interest. Bibliographer, to be responsible for Slavic selection and acquisitions, appointment within range \$10,500-\$12,000. Cataloger, experience not required, appointment within range \$7500-\$8100.

PENNSYLVANIA. Positions now open: Circulation, acquisitions, serials and reference librarians. Challenging opportunity for involvement in growth of a rapidly expanding state college in northwestern Pennsylvania. New library building to be occupied in 1972. Requirements: M.L.S. from an accredited library school. Academic rank; salary for academic year, \$8,400-\$13,680; possible summer employment. Usual benefits as applicable to faculty. Appointment now open. Apply to Saul Weinstein, Hamilton Library, Edinboro State College, Edinboro, PA 16412.

Placement Services

LIBRARIANS needed in private liberal arts colleges throughout the United States. Salaries and fringe benefits competitive. The Cooperative College Registry, a nonprofit educational service, aids over 300 private liberal arts colleges in filling faculty and staff vacancies. A free service to candidates. For details and one-page registration form, write Cooperative College Registry, Suite 10, One Dupont Circle, N.W., Washington, DC 20036.

Services

VIRGINIA. U.S. Government documents librarian: Challenging opportunity to develop a small, rapidly expanding government documents collection in a university depository library near resort area. Requirements: M.L.S. from an ALA-accredited library school and an active interest in reference work. 35-hour week, academic rank, 12-month contract, 5 weeks vacation. Salary: \$8,400-\$10,200, depending on experience. Available May 1, 1970. Please send resume to Brewster E. Peabody, Dir., Hughes Library, Old Dominion University, Norfolk, VA 23508; (703) 627-2931, Ext. 246.

FLORIDA. AV specialist, spend ½ time developing AV program including teaching one AV course. 35-hour week, 12-month contract, health and life insurance, social security, faculty status free T.I.A.A., month vacation. Stetson is located 40 minutes from Orlando, 20 minutes from Daytona Beach and adjacent to the St. Johns River. Position open June 1, 1970. Salary open. Apply to Director, duPont-Ball Library, Stetson University, DeLand, FL 32720.

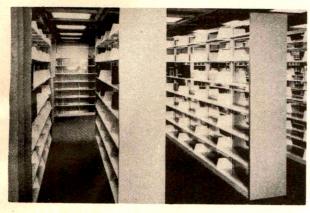
WISCONSIN, Whitewater. State university seeks candidate for the periodicals and reserve librarian position, who will be responsible for the operation of the periodicals and reserve department. Salary for the 1970-71 academic year with opportunity for summer position at 2/9 of academic year salary depends upon qualifications, training, and experience. Qualifications: Graduate degree from accredited library school and successful library experience (preferably 2 or more years of successful experience in serials department). Service to begin September 1, 1970. Professional rank depends upon qualifications of appointee. Professional librarians have academic rank and privileges, university retirement system, Blue Cross-Blue Shield, sick leave, social security, and included in state retirement. Excellent working conditions in new, air-conditioned building with cooperative faculty. Write Stith M. Cain, Dir. of Ls., State University, Whitewater, WI 53190.

CALIFORNIA. Systems analyst, librarian IV, University of California, Santa Cruz. Salary range, \$11,388-\$13,824. 300,000 volumes. Library growing at 50,000 per year on 5-year-old campus; has operational book catalog in MARC II format, committed to continuing development in automation. Staff includes programmer and 5 key punchers; 360-40 on campus and resources of the entire University of California system are available. Write Wendell Simons, Asst. Univ. Ln., University of California, Santa Cruz, CA 95060.

ANDREW VILSON COMPANY METAL PRODUCTS

LAWRENCE, MASSACHUSETTS 01842

How You Can Solve Any Library Bookstack Problem



For more information send for catalog No. 62 or call us direct—617 683-2403

Use Wilson's PROFESSIONAL Line Functional BOOKSTACKS

They are . . .

- strong, sturdy
- welded frame, unit construction
- flexible to architectural layouts
- designed to withstand 40 lbs. per sq. ft.
- simple to install
- offered in a variety of decorator's colors

OHIO. Acquisitions head. Position now open in a state university. M.L.S. degree + experience necessary. Present staff of 7 and book budget of \$350,000 will increase. Automation program is being implemented. New building being planned. Salary up to \$10,000, depending on experience. Fringe benefits excellent. Apply to Pauline Franks, Assoc. Univ. Ln., University of Akron (Ohio) 44304.

PENNSYLVANIA. Undergraduate librarian, Susquehanna University, Liberal Arts College, central Pennsylvania. 1200 students, rural area, accessible to eastern metropolitan centers. Main duties: administration of library, other interests accommodated if possible. New library plans in advanced state, completion in late 1971 or early 1972; still possible to incorporate views and opinions of new librarian. Faculty rank; salary, minimum range \$10,000-\$12,000, depending on degree and experience; generous fringe benefits. Apply to Dean Wilhelm Ruening, Susquehanna University, Selinsgrove, PA 17870; (717) 374-2345.

MONTANA. Assistant serials librarian. New position available July 1, 1970, to assist in administration of serials department in acquisitions division, participate in planning and development. Graduate degree from accredited library school required, serials experience desired. Faculty rank, normal benefits, salary to \$8,000. Contact Dean of Library Service, University of Montana, Missoula, MT 59801; (406) 243-2053.

PENNSYLVANIA. Circulation librarian. Supervises serials, assists with reference. Qualifications: M.L.S. experience. 12-month contract beginning with July 1. 38-hour week, month vacation, faculty rank, usual benefits. Salary \$7,100-\$9,100. Liberal arts college of 1100 students. 50-miles from Pittsburgh. Send resume to Mrs. May P. Clovis, Ln., Waynesburg College, Waynesburg, PA 15370.

Technical Processing

VIRGINIA. Cataloger in law school library. Faculty status. Salary range \$9,120-\$11,520. Apply Frances Farmer, Law Ln., University of Virginia, Charlottesville, VA 22901.

OHIO. Marietta College needs 4 professional catalogers for strictly supervisory summer positions in Dewey to L.C. project, June-August 1970; adequate supporting clerical staff. 32½-hours, 5day, \$150/week. Apply by March 1, 1970, to Robert F. Cayton, Ln., Dawes Memorial Library, Marietta College, Marietta OH 54750.

WISCONSIN, Whitewater. State University seeks candidate for the position of assistant learning materials center librarian (technical processes). to work under the supervision of the head of the learning materials center. Salary range from \$8,000-\$8,700 for the academic year with opportunity for summer position at 2/9 of academic year salary. Master's degree in the field required. Library experience desirable. Service to begin September 1, 1970. Professional librarians have academic rank and privileges, university retirement system, Blue Cross-Blue Shield, sick leave, social security, and included in state retirement. Excellent working conditions in new, air-conditioned building, with cooperative faculty. Write Stith M. Cain, Dir. of Ls., State University, Whitewater, WI 53190.

IDAHO. Cataloging librarian, for medium-sized, rapidly growing university library. Needed: 5th-year L.S. degree from ALA-accredited school; humanities major; reading knowledge of 1 or more modern foreign languages. (French, German, or Spanish preferred.) Offered: Position available now (can hold up to 9/1/70), at \$8,804 annual rate, + superior fringe benefits (social security, state retirement, major medical, 24 working days vacation, 12 days sick leave (accumulative to 60 days), etc.), probable 10% salary increase for 1970-71; high-morale staff,

good working conditions (and new building scheduled for 1972); remarkable vacation area (Yellowstone, Tetons, Salt Lake City, Sun Valley) adjacent. Get out of the urban problem area; enjoy cleaner air, bluer skies, less traffic. Contact E. M. Oboler, Univ. Ln., Idaho State University Library, Pocatello, ID 83201.

PENNSYLVANIA. Cataloger, Liberal Arts College Library, central Pennsylvania, rural area, accessible to eastern metropolitan centers. Faculty rank, salary range \$7,000-\$8,000, depending on degree and experience; generous fringe benefits. Apply to Dean Wilhelm Reuning, Susquehanna University, Selinsgrove, PA 17870; (717) 374-2345.

MONTANA. Assistant catalog librarians. (1) Immediate opening for person with academic cataloging experience. (2) Opening July 1, 1970, experience sought, but not required. Graduate degree from accredited library school required, language and subject facility desirable. Faculty rank, normal benefits, salary to \$9,500 dependent on qualifications. Contact Dean of Library Service, University of Montana, Missoula, MT 59801; (406) 243-2053.

LIBRARY EDUCATION

Teaching

MINNESOTA, Media, materials, and curriculum adviser to work with academic staff in planning, from ideas to production, for audiovideo random access system for new learning resources facility incorporating uses of all learning materials (possibly limited instruction). Teaching experience required along with knowledge of full range of media and media applications. Earned doctorate hopefully in audiovisual and library education to associate professor. Salary dependent on experience, to \$19,000 for 12 months. Begin July or September. State College, St. Cloud, MN 56301.

CONNECTICUT. Northwestern Connecticut Community College needs an instructor in library science to assist in expanding program for training library technical assistants. Established under Connecticut Library Association guidelines, this is the only program of its kind in Connecticut and presents a unique opportunity for an experienced and innovative person. M.L.S. in library science and wide experience a necessity; work with children and young adults, + some teaching experience desirable. Position available September 1970. Salary commensurate with qualifications. Address inquiries to Marie T. Yanarella, Assoc. Prof., Coordinator, Library Technical Assistance Program, Northwestern Connecticut Community College, Park Place East, Winsted, CT 06098.

MINNESOTA, Graduate and undergraduate college of 10,000. Positions for instruction (and limited service) in library and audiovisual education. Earned doctorate to associate professor. Need print and nonprint training; salary dependent on experience, to \$14,400 for academic year, + up to \$1,900 for each 5 weeks summer session. Begin June 15, July 20, or September. State College, St. Cloud, MN 56301.

PUBLIC LIBRARY

Administration

wisconsin. Library administrator, with M.S.L.S. degree and experience. University community of 36,000, part of metropolitan area of 150,000 in heart of summer and winter sports and vacation country. Head library staff of 10, book budget of \$13,000, annual circulation 208,000. Liberal fringe benefits including hospitalization, insurance, retirement, sick leave, month vacation. Starting salary \$9,000. Apply Personnel Committee, Public Library Board, 1204 Hammond Ave., Superior, WI 54880.

WISCONSIN. West Bend Community Memorial Library. Director of library services. Position now open in new, air-conditioned building, completed in early 1969. West Bend is known as the "biggest little city in Wisconsin" with 18,000 population, is located on the fringe of the Milwaukee metropolitan area. West Bend and Washington County are included in the Southeastern Wisconsin Regional Center. Applicants must have a degree in library science with some experience. This is an opportunity for an energetic person to exercise initiative and zest in the administration and development of this library. Salary is open to discussion. Usual municipal benefits. Send resume to Mrs. Arthur Schmid, Route 5, West Bend, WI 53095.

LOUISIANA. Growing city library system needs qualified graduate librarian experienced in public library work. Many opportunities for expansion and creative ideas. Maturity and enthusiasm desirable. Apply for information or appointment: Mrs. W. Boswell, Chmn., Public Library Commission, P.O. Box 829, Morgan City, LA 70380.

MICHIGAN. County librarian to head library serving a community of 30,000 and a library system serving 75,000. Northeastern Michigan community in center of outdoor sports recreation area on Lake Huron. Must have M.A. and some experience. Salary open and competitive; position available immediately. Write Alpena County Library, 305 N. Second, Alpena, MI 49707.

MICHIGAN. Head librarian. B.S.L.S. or M.L.S., some experience preferred. Starting salary \$7,000-\$8,500. Southern Michigan college town of 8000; county seat serving a population of 35,000. 100 miles west of Detroit and 30 miles north of the Ohio-Indiana turnpike. Rural area with good recreational and cultural activities. Immediate opening. Apply John MacRitchie, Chmn., Mitchell Public Library Board, 22 N. Manning St., Hillsdale, MI 49242.

FLORIDA. Library director, North Brevard County District Library, serving a county district of 48,800 in Cape Kennedy area. Book collection 35,000. Duties include direction of 2 small libraries and planning for new central building to be constructed in 1970. Salary range \$8,500-\$10,000. M.L.S. + 2 years professional experience in administrative capacity. Benefits include health insurance, life insurance, retirement, sick leave, 2 weeks vacation leave. Apply to Board Member Mrs. Margaret B. Kolnick, 21 Fairglen Dr., Titusville, FL 32780.

NEBRASKA. Library director: Immediate opening. Seeking well-qualified person with M.L.S. from accredited school. Public library administrative experience and ability required. Salary range \$8,300-\$11,640, depending on experience. 40-hour week, 3 weeks vacation, accumulative sick leave, hospitalization plan. Chance to plan for future regional expansion. New \$350,000 building, carpeted, air-conditioned, background music, excellent modern furnishings and equipment. College community of 20,000 population in beautiful Platte River Valley. Send resume to Mrs. C. F. Heider, Sr., Pres., Library Board, Public Library, North Platte, NB 69101.

connecticut. Fine Arts. Department head in art and music. Responsible for book collection and reference services in subject areas. Attractive building, excellent working conditions, 35-hour week. Requires M.L.S. + 5 years related experience. Salary range \$11,752-\$14,105. Apply Dorothy Drysdale, Asst. Ln., Public Library, 500 Main St., Hartford, CT 06103.

FLORIDA. Head cataloger. Miami-Dade Junior College. Energetic, imaginative cataloger wanted to manage centralized cataloging and processing for multicampus libraries. Staff of 6 professionals, 2 technical aides, and 6 clerks. Position requires master's degree from ALA-accredited ibrary school, U.S. citizenship and 3 years cataloging experience, 1 in supervisory capacity. Academic rank and free hospitalization. Salary \$10,500, higher with experience. Contact M. G. Tripplett, Dir., Central Technical Processing, Miami-Dade Junior College, 11380 N.W. 27 Ave., Miami, FL 33167. An equal opportunity employer.

INDIANA. Head Librarian, M.L.S. degree, with or without experience. Library serves a progressive county seat town of 13,500 in north central Indiana, with unusual cultural and recreational facilities. Expansion program and remodeling or new building are in planning stages. Fringe benefits. Salary open. Apply Mrs. Marjorie Schlemmer, L. Bd. Pres., 245 W. Main St., Wabash, IN 46992.

MICHIGAN. Catalog department head. Supervise 2.5 librarians and 3.5 typists. Catalog materials for public and school libraries. Participate in adult book selection. Graduation from ALA-accredited school required. Beginning salary \$9,274-\$14,770 dependent on experience. R. E. Saunter, Admn. Asst., Kalamazoo, Library System, 315 S. Rose St., Kalamazoo, MI 49006; (616) 342-9837.

washington, Head cataloger. Salary range \$9,508-\$11,358. Hire within range, depending on qualifications. Public library cataloging experience, 3 years supervisory capacity. Employee benefits; health care plan, 12 days annual sick leave, 22 days vacation, paid life insurance policy, paid long-term disability insurance, sabbatical leave program. Live and work close to mountains and the sea in the dynamic Puget Sound country. Direct inquiries to Phil List, Asst. Dir., King County Library System, 1100 E. Union St., Seattle, WA 98122.

LIBRARIAN, retired, to head public library in friendly central Florida town of 4,000. Part-time hours. Library service degree preferred. Write

to Mrs. R. W. Tilden, Chmn., Library Board, Clermont, FL 32711.

Multiple

MICHIGAN. Audio visual librarian: Bachelor's degree including L.S. minor. Experience in AV work helpful. Beginning salary \$5,808. 5th-year L.S., beginning salary \$7,403. Branch librarian. 5th-year L.S. Beginning salary \$7,403. Supervise central branch library. Branch library coordinator. 5th-year L.S. and at least 2 years library experience. Beginning salary \$8,149. Supervise activities at 14 branch libraries. Children's librarian. 5th-year L.S. and at least 2 years library experience. Beginning salary \$8,149. Coordinate services to children throughout library system. Apply Eudocia Stratton, Jackson County Library, 1400 North West Ave., Jackson, MI 49202.

Services

WISCONSIN. Reference librarian. Salary open. Liberal fringe benefits. Require degree from accredited library school; experience preferred. Send resume and references to Personnel Committee, Public Library, 1204 Hammond Ave., Superior, WI 54880.

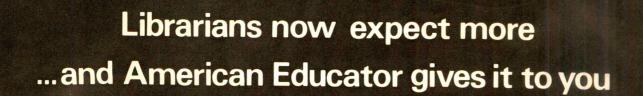
NEBRASKA. Children's librarian. Immediate opening. Bachelor's degree from an accredited school with some library science courses required. We are looking for someone who likes children to take charge of busy and attractive children's department, including story hour, book selection, planning, summer reading program, etc. Experience in working with children preferred. Salary \$6,420-\$8,820, depending on qualifications. 40-hour week, 3 weeks vacation, accumulative sick leave, hospitalization plan. New \$350,000 building with children's wing. Carpeted, air-conditioned, background music, excellent modern furnishings and equipment. College community of 20,000 in beautiful Platte River Valley. Send resume to Mrs. C. F. Heider, Sr., Pres., Library Board, Public Library, North Platte, NB 69101.

for young professional interested in developing community-wide film services. Credit given for experience. 35-hour week. Excellent benefits. Salary range \$7,930-\$10,530. Apply Dorothy Drysdale, Asst. Ln., Public Library, 500 Main St., Hartford, CT 06103.

NEW JERSEY. Reference position in new library building needs capable librarian to supervise adult area and do reference work. Good collection, energetic staff. Salary commensurate with experience or \$7,500 to start for ambitious librarian with no experience. M.L.S. or N.J. equivalent. Fringe benefits and 22 days vacation. Send resume to Mrs. Helen C. Francis, Public Library, Springfield, NJ 07081.

MICHIGAN, Children's librarian. Plan, promote and participate in juvenile service at branch level. Select juvenile materials. Assist branch librarian with general activities. Graduation from ALA-accredited school required. No experience necessary. Beginning salary \$8,865–\$11,573 dependent on experience. R. E. Saunter, Admn. Asst., Kalamazoo Library System, 315 S. Rose St., Kalamazoo, MI 49006; (616) 342-9837.

ILLINOIS. Children's librarian to assume responsibility for the children's department activities and programs. Attractive new children's area housing 24,000 books. Community of 26,000 located 20 miles from Chicago's Loop. 5th-year library degree and at least 2 years experience as children's librarian required. Beginning salary \$8,000-\$9,500. Usual fringe benefits. Position open May 1, 1970. Apply to Peter Bury, Ln., Public Library, 1930 Glenview Rd., Glenview, IL 60025.



1

TO CURRICULUM EMPHASIS

9

CHILD-PERCEPTION
TESTED FOR
EACH GRADE LEVEL

3

SCHOLARLY MATERIAL EDITED TO STUDENT VOCABULARY RANGE

AMERICAN EDUCATOR ENCYCLOPEDIA SCHOOL & LIBRARY DIVISION

72 Nobel prizewinner contributors

Write for professional discount . . . TANGLEY OAKS EDUCATIONAL CENTER, LAKE

FF. ILLINOIS 60044

How many different encyclopedias should a library have?

ME JUL 1970

There are several good reasons why a library should have various encyclopedias available. One of them is that readers then have as broad a choice and exposure as possible...not only in regard to subject content and coverage but to presentation and organization as well.

There are several good reasons why a library should have World Book. One of them is that World Book is the student-oriented reference work. We invite your comparison. World Book, for example, maintains a continuous research program on how our encyclopedia is used in 750 classrooms and libraries in more than 80 school systems. This enables our editors to know what children look

for and how to make World Book more usable.

As a result of our sustained Nault-Caswell-Passow curriculum analysis, World Book editors are able to plan articles geared to contemporary classroom need and to the age level of students studying those topics. The 34,000 and list developed for World Book by Dr. Edgar Dale, Professor of Education at Ohio State University, helps our staff articles to be understood at the appropriate grade level without losing the original managing or content.

Take the time to take a good look at the 1970 World Book. You'll see why—once it's in your library—students will, too.

